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GENERAL INFORMATION

ADMINISTRATION

Jim Hansen, Principal
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PURPOSE OF THIS INFORMATION BOOK

The purpose of this Program Planning Guide is to assist students and parents in selecting appropriate classes, planning a successful high school experience and preparing for a challenging future. Now is the time when students must make some critical decisions about their future goals. A vastly different labor market is developing as we enter this new century. The numbers and kinds of jobs are increasing, but so are the skills needed to succeed in these careers. Communication skills are in high demand by employers. So too, math skills, problem-solving abilities, teamwork, and technology skills are equally important for all students to master. Opportunities for both college and technical preparation are available for students. As parents, you can help your student make some very important choices in what she or he studies. Both students and parents should read the course descriptions carefully and select courses that will assist students to meet the demands of the 21st century. Our intention is to help students develop their greatest potential so that they can successfully achieve their post-secondary goals.

GUIDELINES FOR CHOOSING A COURSE

As you read the Program Planning Guide and select courses, please take the following guidelines into consideration:

- | | |
|----------------------------------|---|
| 1. Graduation Requirements | Check carefully the graduation requirements listed on page 2. |
| 2. College Entrance Requirements | The courses required by the California State Universities and the University of California are listed on pages 9 and 11. |
| 3. Career Plans | Look for courses that prepare you for your career goal. |
| 4. Your Interests | Check for courses that allow you to pursue your own personal interests. |
| 5. Parent Approval | Talk with your parents about your course choices. |
| 6. Teacher Recommendation | Talk with your teachers about your course choices, prerequisites and recommendations. |
| 7. Past Achievement | Consider your record thus far. It may serve as an indicator of the number and level of courses to select for maximum success. |
| 8. Time and Energy Commitment | Examine the amount of time you have to dedicate to your studies. |
| 9. 7 Period Day | Amador will be offering a 7 period day for the 2011-12 school year. Students must sign up for a minimum of 6 classes. |

AMADOR VALLEY GRADUATION REQUIREMENTS

1. Credit Requirement: 230 Credits

One-semester course = 5 credits for grade of D or higher
 One-year course = 10 credits for grade of D or higher

2. Subject Requirements:

English	40	Full year course each year
Social Studies	35	Civics 5 Economics 5 US History 10 World History 10 Global Studies 5
Mathematics	20	Must include Algebra
Science	20	Physical science 10 Life science 10
Health Education	5	9 th grade, opposite Global Studies
Physical Education	20	Usually grades 9, 10
Visual & Performing Arts <u>or</u> World Language	10	One year of <u>either</u>
Electives	80	
Total	230	

3. **Algebra Requirement:** At least one course, or a combination of two courses, in algebra must be completed with a passing grade prior to receiving a diploma of graduation from high school.
4. **High School Exit Exam:** Each student must pass the High School Exit Exam to earn a diploma.
5. **Proficiency Requirement:** All students are required to achieve minimum competency in the area of speech before graduation.
6. **Residency Requirement:** All students are required to attend high school for four years. Early graduation may be arranged with consent of the school principal and approval from the Board of Education.

SCHEDULING INFORMATION AND POLICIES

Students are given information and time during the spring semester to consult with teachers and parents and make decisions about courses they wish to take the next year. The master schedule is then built around student requests. Courses and teachers are allotted accordingly; therefore, schedule changes are often impossible to accommodate.

Every effort will be made to assure that students are enrolled in the classes they request. However, it must be understood that the issues listed below may affect the development of a master schedule. As these concerns are addressed, staff alterations and/or reductions may necessitate schedule changes for individual students. These changes will be kept to a minimum, but students and parents must recognize that the possibility for some course changes will exist.

- ✓ Amador Valley HS /PUSD / California budgets may not be finalized until the summer months.
- ✓ Staffing needs, credentialing, retirements, or other factors may not be resolved until a later date.
- ✓ Student requests (or lack of requests) for courses may result in changes in course offerings.

Efforts will be made to make necessary schedule adjustments during the first 5 days of the semester. After the first 5 days of the semester, changes will be considered only in unusual circumstances and only after completion of the Path to Success process, obtained via the student's counselor. Policy states that a **course dropped after 5 days may result in a semester grade of F** on the transcript.

6 Period Day Policy - All students, by policy of the PUSD, must enroll in a total of six classes each semester. All six courses are typically taken on campus. However, it is possible for students, with approval, to enroll in Community College courses, online courses or ROP co-op periods to complete the six period requirement. Students must maintain a minimum of four classes on campus.

Repeating Courses - Students may need to repeat a course already passed for purposes of meeting a college eligibility requirement or to meet the "C" prerequisite for advancing to the next level of the class. Upon completion of the repeated course, both the initial grade and the repeated grade will appear on the transcript. The credit earned in the initial course will, however, be removed as credit is granted only once for completion of a course. Courses can be repeated in summer school or during the school year. In deciding to repeat a course during the regular year, the loss of credit must be considered so as not to be deficient for graduation. **(The University of California only allows for repeating a course if the initial grade was "D" or "F". If the earned grade was "C" or higher, the repeated grade will not be used in calculating the GPA for eligibility.)**

Courses Taken at Community Colleges, Colleges or Universities or Other Educational Programs - Amador students are encouraged to enhance their educational experience through enrollment in courses at other institutions. Upon completion of such a course, it is the responsibility of the student to arrange for a transcript of completed work to be sent to the Registrar at Amador if the course is to be included on the Amador Valley high school transcript. **College grades are not weighted on the Amador transcript.**

Summer School – Through the Pleasanton Unified School District, students will have an opportunity to take up to two one-semester classes in summer school for the purpose of earning credit for graduation or for raising a grade necessary for college. A limited curriculum is available, mostly in academic areas. It is strongly recommended that any student who fails a class or loses credit during the school year attend summer school to make up the deficiency.

There are various summer school programs available in schools outside the district or private programs. Amador will place on a student's transcript, grades and credit earned at other accredited schools. Students wishing to enroll in such programs should check with a counselor ahead of time to be certain the program in question is acceptable and will yield credit.

Promotion Policy - The Pleasanton Unified School District has developed policies and procedures that address promotion and acceleration. Progress toward graduation shall be based on the number of credits earned. The class standing of the student is based on the number of semester credits successfully completed with passing grades of A, B, C, or D. The minimum number of credits that should be earned at the end of each semester is listed below.

	Grade 9	Grade 10	Grade 11	Grade 12
Semester 1	25 credits	80 credits	140 credits	200 credits
Semester 2	50 credits	110 credits	170 credits	230 credits total

Alternatives and options for receiving High School credit - All students are required, per Board Policy, to be enrolled in the equivalent of six classes or thirty units during each semester of their four years of high school. There are classes/programs available to high school students that can be taken as alternatives to taking classes during the regular school day. A short description of each of these alternatives is written below. Students can receive additional information about each of the alternatives from their high school counselors. Some of the options listed below require fees, which are the responsibility of the student.

- **7 Period Day** –Amador will be offering a 7 period day for the 2011-12 school year. Students must sign up for a minimum of 6 classes.
- **Contract Independent Learning** – A student who is interested in pursuing a special or unique interest, a student who has had difficulty with the regular curriculum, a student with scheduling problems, a gifted student who would like to investigate a topic in-depth, or a student with medical problems may develop an Independent Learning Contract. In order to develop an Independent Learning Contract a student must:
 - Develop a course outline
 - Identify a certificated staff member to supervise the project
 - Submit the plan and receive approval from the principal and Director of Curriculum
- **Community College** – Students have been able to take courses from community colleges on a concurrent enrollment basis. The courses are taken during hours outside the regular school day. Availability for classes may be limited to high school students. Please check with your counselor *before* signing up. **College courses are not weighted on AVHS transcripts.**
- **Online Classes** – There are some classes that are offered online that can be taken for high school credit. Check with your counselor *before* enrolling to get the petition for course approval. (*See Board Policy Appendix B.)
- **Correspondence Classes** – There are some correspondence classes that can be taken for high school credit. Please check with your counselor *before* enrolling to get the petition for course approval. (*See Board Policy Appendix B.)
- **Regional Occupational Program (ROP)** – Students can enroll in classes sponsored by the Tri-Valley Regional Occupational Program.
- **Other Options** – There may be other options available to make up deficient credits. See your high school counselor for information.

Before enrolling in any of the options listed above, students must consult with their counselors in order to follow the proper procedures for pre-approval of alternative courses. Failure to obtain pre-approval will result in classes not being accepted for credit.

While PUSD may approve the non-district alternative course options listed above to meet graduation requirements, the UC/CSU system, private colleges and universities, out-of-state institutions, and/or the NCAA may not accept the same course to meet their eligibility requirements. Be sure to check with an admissions officer or the website of each campus to which you intend to apply.

Alternatives and Options for the PE requirement - State law requires students to take two years of physical education (PE) classes in order to graduate from high school. Starting with the graduating class of 2011, all freshmen are also required to take the new California Physical Fitness Test, known as the FITNESSGRAM, in order to fulfill high school physical education requirements. If students do not earn a passing score on the FITNESSGRAM assessment (by scoring 5 out of 6 healthy fitness zones), they will be required to enroll in a physical education class (grades 11 and 12) until they earn a passing score. The assessment is given once a year in the spring. PE courses are offered as part of the regular school day at each of our comprehensive high schools. **All freshmen must enroll in PE at Amador Valley High School.**

For students who pass the FITNESSGRAM test there are also alternatives and options that students can pursue in order to meet or reduce the PE requirement. Those options are listed below. Students can receive additional information about each of the alternatives and options from their high school counselors. Some of the options listed below require fees, which are the responsibility of the student.

- **Correspondence/Online Courses** – There are correspondence and online classes that can be taken that meet the PE requirement. Check with your counselor to find out what PE courses have been approved before enrolling. **Freshmen are required to enroll in PE at Amador.**
- **Students Who Participate in Interscholastic Athletics** – Students who play one sport for 4 years or any 2 sports during their sophomore, junior or senior years may apply to get 5 credits of PE waived. A maximum of 10 credits of PE can be waived through this process.
- **Out-of-School Physical Activity** – Students who participate in an out-of-school physical activity may have their PE requirement postponed or reduced if their activity meets the following criteria:
 - Must be equivalent to student's PE program
 - Must match eight areas of the State Framework for PE
 - Must equal at least 400 minutes every ten days
 - Must be approved by a site committee
- **Students in ROP Classes** – Students who are over 16 years of age may have their PE requirement reduced if the PE class creates a hardship because of travel time to the ROP class.
- **Contract Independent Learning** – A student who is participating in a "short-term" out-of-school activity may receive PE credit for the activity. The student must create a course outline and submit it to a site committee for approval in order to receive credit.
- **Marching Band/Color Guard** – PE credit is given for marching band/color guard in 10th, 11th, and 12th grades. No more than 10 credits of the required 20 credits of PE can be earned with this option.
- **Medical Waiver/Postponement** – If a student has a long-term disability or illness, he/she can postpone taking PE or have the PE requirement reduced. The student must obtain a written statement from a physician. The student may be assigned to an individualized PE program determined by the PE teacher. If the principal determines that an individualized program cannot be accomplished because of the severity of the injury or illness, the principal may reduce the PE requirement.

All of the options listed above require pre-approval. Please consult your high school counselor in order to determine the procedures that must be followed for pre-approval. Failure to follow the correct procedures will result in the denial of credit for the activity.

HONORS/ ADVANCED PLACEMENT PROGRAM

Honors courses offer increased depth and breadth in a given subject. They are offered in science, math, English and social studies. Specific information on each is in the Program Guide. Curriculum for these courses is a district decision.

Advanced Placement (AP) curriculum is guided by the College Board that administers tests nation and world-wide in May. These subject tests are scored by university and high school educators. Students earn scores ranging from 1 – 5 on the exam. A score of 3 is a passing score. Scores of 4 and 5 reflect greater mastery. Students may earn college credit or advanced standing for success on these exams. Additional information is available at www.collegeboard.com/ap.

Since credit is not automatic and varies from among colleges and universities, it is important to check policies regarding AP credit or advanced standing. This information is available at: <http://www.collegeboard.com/ap/creditpolicy>.

AP COURSE OFFERRINGS

Grade/Course	Length of course	College equivalent	Length of exam
10th grade			
AP World History	Full year	Full year	3 hour 5 minute exam
11th grade			
AP Language	Full year	Full year	3 hours 15 minute exam
AP US History	Full year	Full year	3 hour 5 minute exam
12th grade			
AP English Literature	Full year	Full year	3 hours
AP Macroeconomics	Semester	Semester	2 hour 10 minute exam
AP US Gov't and Politics	Semester	Semester	2 hour 25 minute exam
11th / 12th grades			
AP Art History	Full year	Full year	3 hour exam
AP Biology	Full year	Full year	3 hour exam
AP Calculus (AB and BC)	Full Year	Full Year	3 ¼ hours exam
AP Chemistry	Full year	Full year	3 hour 5 minute exam
AP Computer Science A	Full Year	Full Year	3 hour exam
AP Environmental Science	Full Year	Full Year	3 hour exam
AP French, German, Japanese or Spanish Language	Full Year	Full year	2 ¾ hours exam 2 ½ hours exam
AP Spanish Literature	Full Year	Full Year	3 hour 10 minute exam
AP Human Geography	Full Year	Semester	2 hour 15 minute exam
AP Physics	Full year	Full year	3 hour exam
AP Psychology	Full Year	Semester	2 hour exam
AP Statistics	Full Year	Semester	3 hour exam
AP Studio Art-Drawing, 2D & 3D	Full Year	Full Year	Portfolio

Participation in Honors and Advanced Placement courses requires serious commitment. As the curriculum is especially rigorous and challenging, students will be expected to invest additional amounts of time outside of class for study and preparation. Pre-enrollment summer study may also be required. **It is important to note that a change to a regular level class may not be possible due to class size.**

Participation in advanced level classes is a rewarding and beneficial experience for students. The Amador Valley High School staff is committed to providing students an enriching and challenging Honors and Advanced Placement curriculum. We anticipate that parents and students support our efforts and join with us in our commitment to achieve our highest expectations.

COLLEGE INFORMATION

COLLEGE ADMISSION TESTING

The tests below are nationally standardized assessments which, along with courses taken and GPA, are used to determine a student's eligibility for admission and/or scholarship to colleges and universities.

PSAT: Preliminary SAT and National Merit Scholarship Qualifying Test is designed for juniors as a means to prepare for the SAT, enter scholarship competition and receive information from colleges. Sophomores who have completed geometry may also want to take the PSAT. As a practice test, it has been ruled that these scores *may not* be required for admission/scholarship eligibility. *This test is given only in October.*

Most four-year colleges and universities require scores from either of the following two tests:

SAT: A 3-hour, and 45 minute exam that measures Critical Reading, Writing and Math. Scored 600 - 2400. All multiple choice with the exception of one 25-minute written essay. (www.collegeboard.com)

OR

ACT: A 3-hour, multiple choice exam. It measures ability to reason as well as knowledge of specific content in English, math, reading and science reasoning. Student may take the optional Writing test, which is required by UCs. (www.act.org)

In addition, the UC system, may recommend, and other more competitive schools may require a second test:

SAT Subject Tests: Subject exams that measure knowledge in specific areas and how well a student can apply that knowledge to solve problems. Beginning with the class of 2012, UCs no longer requires subject tests for admissions. However, some of the UCs may recommend taking a specific subject test for a specific major. Check with the UC that you are planning on applying to and see if they recommend any specific subject tests. Only Math IIC counts for the math subject test for the UCs.

2011 - 2012 Test Calendar

Test Date	Test Offered	Registration Deadline
October 1, 2011	SAT & Subject Tests	Scheduled to be published in July Deadline may be before school starts
October 15, 2011*	PSAT	October 10, 2011
November 5, 2011	SAT & Subject Tests	Scheduled to be published in July
December 3, 2011	SAT & Subject Tests	Scheduled to be published in July
January 28, 2012	SAT & Subject Tests	Scheduled to be published in July
March 10, 2012	SAT Reasoning Test only	Scheduled to be published in July
May 5, 2012	SAT & Subject Tests	Scheduled to be published in July
June 2, 2012	SAT & Subject Tests	Scheduled to be published in July

*Amador is a test center for the SAT. Tests are given locally only on the dates indicated. These are tentative dates at printing.

September 10, 2011	ACT**	Scheduled to be published in mid -July
October 22, 2011	ACT**	Scheduled to be published in mid -July
December 10, 2011	ACT**	Scheduled to be published in mid -July
February 11, 2012	ACT**	Scheduled to be published in mid -July
April 14, 2012	ACT**	Scheduled to be published in mid -July
June 9, 2012	ACT**	Scheduled to be published in mid -July

**Amador is NOT a test center for the ACT.

COMMUNITY COLLEGES

Community colleges are two-year institutions that prepare students for transfer to a four-year college or university or for various careers. California has the largest community college system in the nation with 112 campuses statewide and an enrollment in excess of 2.5 million students each year. Examples of community college campuses are Las Positas CC (Livermore), Ohlone CC (Fremont), Diablo Valley College (Concord), Chabot CC (Hayward), Cuesta CC (San Luis Obispo), Columbia CC (Sonora), Santa Barbara City College, College of San Mateo, and Cabrillo CC (Santa Cruz).

To enroll in a community college, students must be 18 years of age or high school graduates who can show they can profit from a community college education. It is also possible to enter community college with an equivalency exam rather than a diploma. There are no specific courses students must complete, no necessary grade point average, nor is an SAT or ACT score necessary in order to be eligible for admission. However, prior to registering, students are required to take placement tests to determine the course level of math and English at which they will begin.

Many students attend the community colleges with a plan to transfer to a four-year college or university. After completing two years of regular lower-division course work, students may apply to enter the university of their choice as juniors. Students who do not plan to transfer may pursue an AA degree or a certificate in one of many vocational fields with a goal of entering the world of work immediately following their community college experience.

Las Positas offers an Early Admissions Program for entering freshmen. Registration by March allows students to select courses early and to receive special orientation and counseling assistance. (www.cccapply.org)

PRIVATE AND OUT-OF-STATE PUBLIC COLLEGES

There are nearly 3,500 colleges and universities throughout the United States for students to consider when selecting and applying to colleges. Many Amador students each year apply to private schools throughout the country as well as to public colleges and universities in other states.

Each of these schools has a personality of its own based on such factors as selectivity, size, programs, geographical environment and campus life. Some are research institutions; others are comprehensive universities while still others are considered liberal arts institutions. There are religiously oriented schools, women's colleges and prestigious specialty schools, like the American Academy of Dramatic Arts. It is the task of each student to seek a college that will be a good match and will meet the criteria considered to be important by that individual student.

Admission to Independent Universities and Colleges varies greatly. Admission requirements range from extremely demanding to less stringent. In Independent schools, admission may not be limited strictly by grades and test scores. The high school curriculum, extracurricular activities, honors, letters of recommendation, special interests, talents, and personal potential play a substantial role in the admissions decisions.

Out-of-State Public Colleges in states other than California provide additional options for Amador students. As Public institutions, a specific list of required subjects, test scores and grade point averages is generally available. In many cases, the requirement for out-of-state students is slightly higher than for residents.

Students are urged to search for specific websites of any college or university in which they have an interest. Admission requirements will be listed as well as virtual tours, majors available, financial aid, and general information and news about the college.

Students may call, write, or e-mail to request applications from the individual campuses; many applications can be downloaded directly from the website. Students may visit the Career Center to obtain additional information about these campuses. (www.californiacolleges.edu)

CALIFORNIA STATE UNIVERSITY

The California State University is a system of 23 campuses with locations in Bakersfield, Channel Islands, Chico, Dominguez Hills, Fresno, Fullerton, Hayward, Humboldt, Long Beach, Los Angeles, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, Stanislaus, and The Maritime Academy. (www.csumentor.com, www.calstate.edu)

The CSU system, with over 430,000 students, will continue to select its students from the top 1/3 of California's high school graduates. To be eligible, first-time freshman applicants must:

1. Be high school graduates,
2. Successfully complete the "a – g" course pattern, and
3. Earn a qualifiable eligibility index.

In most cases, students who meet all eligibility requirements will be admitted. However, a majority of the CSUs have become competitive and can no longer guarantee admission to all eligible students. *Cal Poly, SLO uses supplemental, more stringent standards for selection.* Impacted colleges vary by year.

Required "a – g" Course Pattern

The California State University requires first-time freshman applicants to complete, ***with a grade of C or better in each course***, a 15-unit comprehensive "a –g" pattern of college preparatory work. **[1 unit = 1 academic year or 2 semesters (or 10 credits) of study.]**

a. History - 2 years required

- ✓ One year of US History or one semester of US History and one semester of Civics
- ✓ One year of World History 2-3

b. English - 4 years required

- ✓ Four years of college preparatory courses that include frequent and regular writing, and reading of classic and modern literature

c. Mathematics - 3 years required

- ✓ Algebra, Geometry and Intermediate Algebra
- ✓ Math I-IV is acceptable to meet this requirement

d. Laboratory Science - 2 years with laboratory required

- ✓ One year biological: Biology, AP Biology, Botany, Anatomy-Physiology
- ✓ One year physical: Chemistry, AP Chemistry, Physics, AP Physics, Conceptual Physics

e. Language Other Than English (LOTE) – 2 years required

- ✓ Two years of the same language

f. Visual and Performing Art - 1 year required

- ✓ One consecutive year from art, drama or music courses

g. College Preparatory Electives - 1 year required

- ✓ One additional year of a college preparatory elective course from any of the above required areas

Required Eligibility Index

The Eligibility Index is a weighted combination of the **high school GPA** during the final three years of high school and a score on either the **SAT or ACT**. All grades earned in "a-g" courses are used to calculate the grade point average.

Grade Point Average:

The high school grade point average is based on the final three years (6 semesters) of high school study in *all* approved “a-g” courses. **Weighted grade points are awarded for up to 8 semester grades of C or better** in approved honors or AP courses, with a maximum of 2 courses taken in 10th grade.

Test Score Requirement:

- ✓ Students must submit either SAT or ACT scores. (*The CSU doesn’t currently require Writing scores from either the SAT or ACT; Writing results submitted will not be factored into the eligibility index.*)
- ✓ **If multiple scores are submitted, the SAT total will be calculated by adding the highest Critical Reading and the highest Math score; an ACT composite will be calculated as the average of the best scores in each of the four areas.**
- ✓ SAT/ACT scores are not required to establish the admission eligibility of students with a high school GPA of 3.0 or higher.

Minimum Eligibility Index:

Students must have a minimum eligibility index of **2900 using SAT** or **694 using the ACT**
The CSU eligibility index is calculated as follows:

- ✓ SAT Critical Reading + Math + (800 x HS GPA) = minimum 2900
- ✓ (ACT composite x 10) plus (200 x HS GPA) = minimum 694

Eligibility Index examples for California residents:

If student GPA is:	Minimum SAT total must be:	Minimum ACT composite must be:
3.0	No Minimum score required	
2.9	580	12
2.8	660	14
2.7	740	16
2.6	820	18
2.5	900	20
2.4	980	22
2.3	1060	24
2.2	1140	26
2.1	1220	28
2.0	1300	30

www.csumentor.edu

UNIVERSITY OF CALIFORNIA

The 9 campuses of the University of California serving undergraduate students are located in Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz. (www.UniversityofCalifornia.edu)

The UC is a system of public universities designed to serve the top 1/8 of California’s high school graduates. To be eligible for admission to the University, students must:

1. Receive a high school diploma or equivalency
2. Satisfy the Subject, Scholarship and Examination requirements described below.

When there are more UC-eligible applicants than spaces available for a particular campus—as is often the case—criteria that exceed the minimum requirements are used to select students. **Meeting the minimum requirements, therefore, is not enough to gain admission to many UC campuses and programs.**

Subject Requirement: “a – g” Course Sequence

Students must complete a minimum of 15 units of specified high school courses known as the “a-g” requirements. *These courses must be completed with a grade of C or better with 7 of the 15 units taken in the junior or senior year. [1 unit = 1 academic year or 2 semesters (or 10 credits) of study.]* The class of 2012 must complete at least 11 “a-g” courses by the end of their junior year with a minimum grade of a “C”.

a. History/Social Science - 2 years required

- ✓ One year of US history or one semester of US history and one semester of civics
- ✓ One year of world history

b. English - 4 years required

- ✓ Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature

c. Mathematics - 3 years required, 4 years recommended

- ✓ Algebra, geometry, and intermediate algebra
- ✓ Math I – IV meets the 3 year requirement

d. Laboratory Science - 2 years required, 3 years recommended

- ✓ Laboratory science providing fundamental knowledge in two of these three core disciplines: Biology, Chemistry, and Physics

e. Language Other than English - 2 years required, 3 years recommended

- ✓ Two years of the same language other than English

f. Visual and Performing Art (VPA)- 1 year required

- ✓ One consecutive year from art, drama or music courses

g. College Preparatory Electives - 1 year required

- ✓ One year, in addition to those required in “a-f”, chosen from any of the above areas

Scholarship Requirement

The Scholarship Requirement defines the grade point average students must attain in the required “a-g” subjects and the SAT or ACT and Subject Test scores students must earn to be eligible for admission to the University.

The UC Grade Point Average:

- ✓ All campuses use the same method of calculating a preliminary grade point average for purposes of determining an applicant’s UC eligibility.
- ✓ The UC GPA is calculated based on all “a – g” subjects completed in grades 10 and 11, including summer sessions.
- ✓ Ninth grade courses may be used to meet Subject Requirements if a grade of C or higher is earned, but they will not be used to calculate the GPA.
- ✓ Weighted grades are assigned for up to four yearlong courses of University certified honors level or AP courses taken in grades 10, 11, or 12, with a maximum of 2 year-long courses or 4 semester-long courses from 10th grade.

The UC Examination Requirement:

This requirement can be satisfied by taking either:

- ✓ The ACT Assessment plus the new ACT Writing Test, (Composite score is used)
or
- ✓ The SAT Reasoning Test: Critical reading, mathematics, and writing. (Scores must be from the same test date.)

Plus

SAT Subject Tests, beginning with the class of 2012, are optional and no longer required but may be recommended for certain majors at some UCs. Check with the UC that you are applying to and see if they have any specific subject test recommendations.

The UC Eligibility Index

The Eligibility Index defines the combination of grade point average and test scores required for UC eligibility.

Calculate your grade point average (GPA)

- Convert the grades earned in all college-preparatory courses ("a-g" courses) taken in 10th and 11th grades, including summer sessions: A=4, B=3, C=2, D=1. (Pluses and minuses don't count.)
- Give yourself an extra point for each honors-level course, up to eight semesters.
 - Honors courses are Advanced Placement courses, Higher Level and designated Standard Level International Baccalaureate courses, transferable community college courses and UC-certified honors courses that appear on your school's course list. A grade of D in an honors course does not earn an extra point. No more than two yearlong UC-approved honors-level courses taken in the 10th grade may be given extra points.

UC admissions index for 9 percent statewide

High School GPA	UC Score total
3.00 - 3.04	263
3.05 - 3.09	261
3.10 - 3.14	259
3.15 - 3.19	256
3.20 - 3.24	254
3.25 - 3.29	252
3.30 - 3.34	249
3.35 - 3.39	246
3.40 - 3.44	244
3.45 - 3.49	241
3.50 - 3.54	238
3.55 - 3.59	234
3.60 - 3.64	231
3.65 - 3.69	228
3.70 - 3.74	225
3.75 - 3.79	221

3.80 - 3.84	217
3.85 - 3.89	214
3.90 - 3.94	210
3.95 - 3.99	206
4.00 - 4.04	202
4.05 - 4.09	198
4.10 - 4.14	193
4.15 - 4.19	189
4.20 - 4.24	184
4.25 - 4.29	180
4.30 - 4.34	175
4.35 & above	171

SAT test score translation

Critical Reading + Math	UC Score	Critical Reading + Math	UC Score	Writing	UC Score
1600	200	990	139	800	100
1590	199	980	138	790	99
1580	198	970	137	780	98
1570	197	960	136	770	97
1560	196	950	135	760	96
1550	195	940	134	750	95
1540	194	930	133	740	94
1530	193	920	132	730	93
1520	192	910	131	720	92
1510	191	900	130	710	91
1500	190	890	129	700	90
1490	189	880	128	690	89
1480	188	870	127	680	88
1470	187	860	126	670	87
1460	186	850	125	660	86
1450	185	840	124	650	85
1440	184	830	123	640	84
1430	183	820	122	630	83
1420	182	810	121	620	82

1410	181	800	120	610	81
1400	180	790	119	600	80
1390	179	780	118	590	79
1380	178	770	117	580	78
1370	177	760	116	570	77
1360	176	750	115	560	76
1350	175	740	114	550	75
1340	174	730	113	540	74
1330	173	720	112	530	73
1320	172	710	111	520	72
1310	171	700	110	510	71
1300	170	690	109	500	70
1290	169	680	108	490	69
1280	168	670	107	480	68
1270	167	660	106	470	67
1260	166	650	105	460	66
1250	165	640	104	450	65
1240	164	630	103	440	64
1230	163	620	102	430	63
1220	162	610	101	420	62
1210	161	600	100	410	61
1200	160	590	99	400	60
1190	159	580	98	390	59
1180	158	570	97	380	58
1170	157	560	96	370	57
1160	156	550	95	360	56
1150	155	540	94	350	55
1140	154	530	93	340	54
1130	153	520	92	330	53
1120	152	510	91	320	52
1110	151	500	90	310	51
1100	150	490	89	300	50
1090	149	480	88	290	49
1080	148	470	87	280	48
1070	147	460	86	270	47
1060	146	450	85	260	46
1050	145	440	84	250	45
1040	144	430	83	240	44
1030	143	420	82	230	43
1020	142	410	81	220	42
1010	141	400	80	210	41
1000	140			200	40

To determine whether a student has met the Scholarship Requirement, calculate his/her UC Score Total according to the instructions below, then find where the student's GPA falls in the ranges listed in the Eligibility Index. If the student's UC Score Total meets or exceeds the minimum score shown for their GPA, the student is eligible for admission. Eligibility is considered preliminary until a student's test scores and coursework are verified by the University.

Calculating the UC Score Total

- For students who took the SAT Reasoning Test:
 - Use your best scores from a single sitting. (For instance, you can't use critical reading and math scores from one test and a writing score from another.)
Add together your critical reading and math scores.
Find the sum on the conversion chart below and note the corresponding UC Score.
Find your writing score on the conversion chart and note the corresponding UC Score. (Although your reading and math score alone may meet the minimum UC Score, your score on writing must be at least 200.)
Add your two UC Scores together to produce your UC Score total.

- For students who took the ACT plus Writing exam:
 - Use your highest ACT composite and combined English with writing scores from a single sitting. (That means if you take the test more than once, you can't use the composite score from one exam and the English with writing score from another.)
Find your composite score on the conversion table below and note the corresponding UC Score. Find your English with writing score on the table and note the corresponding UC Score.
Your UC Score from the ACT composite may meet the minimum, but you also need to take the English with writing test. Add the two UC Scores together to get your UC Score total.

ACT test score translation

Composite	UC Score	English with writing	UC Score
36	200	36	100
35	196	35	100
34	191	34	97
33	186	33	94
32	182	32	92
31	178	31	89
30	174	30	87
29	170	29	85
28	166	28	83
27	162	27	81
26	159	26	79

25	155	25	77
24	151	24	75
23	147	23	73
22	143	22	71
21	139	21	69
20	135	20	67
19	131	19	65
18	127	18	63
17	123	17	62
16	119	16	60
15	114	15	58
14	109	14	56
13	104	13	54
12	99	12	53
11	93	11	51
10	89	10	49
9	86	9	47
8	84	8	45
7	82	7	43
1-6	80	1-6	40

FACTORS TO CONSIDER WHEN PREPARING TO APPLY TO UC

Selection Criteria

Meeting the University of California eligibility requirements does not guarantee admission to any UC campus. The number of qualified applications exceeds the number of available enrollment spaces. Thus, “selection criteria” are developed that exceed the “eligibility criteria” listed below.

Selection criteria may vary from UC campus to UC campus and even be different within colleges on a campus. While most UCs accept a maximum of eight semesters of honors/AP/college level courses for “weighted” grade calculation, some may extend the number of semesters of honors/AP/college level courses given an extra grade point. Selection criteria must be researched and studied each year by students preparing for application. Selection criteria used for the prior year is available at each of the UC campus websites. Students and parents are strongly encouraged to visit these websites to examine the selection criteria used each year.

Website Access

- Search for the *University of California Office of the President* web-page or go directly to www.ucop.edu
-Scroll down to *The UC System* and highlight *Campuses*.

-
- A page will come up titled *University of California: It Starts Here*
 - Each of the ten UC campuses are named and pictured. Click on the picture of any campus in which you have interest.
 - Information for each campus is set up differently. Read all information thoroughly, paying special attention to “selection criteria” applied to the current freshman class. Keep in mind that this selection criteria often changes year-to-year and college-to-college within each campus, so we suggest that you monitor UC web pages of interest annually. You can access each campus individually by using the following websites:

Berkeley -	http://students.berkeley.edu/admissions/freshmen.asp
Davis -	http://admissions.ucdavis.edu/admissions/fr_selection_process
Irvine -	http://www.admissions.uci.edu
Los Angeles -	http://www.admissions.ucla.edu/Prospect/Adm_fr/Frsel.htm
Merced -	http://admissions.ucmerced.edu/future-students/freshman-admission
Riverside -	http://my.ucr.edu/admissions/Pages/pathsAdmission.aspx#freshman
San Diego -	http://www.admissions.ucsd.edu/dev3/info/comreview.html
Santa Barbara -	http://www.admissions.ucsb.edu/selectionprocess.asp
Santa Cruz -	http://www.admissions.ucsc.edu/apply/freshman_guide.cfm

General Advice

UC admissions web sites offer the following general advice:

- Earn the best grades possible (in “a-g” courses and in ALL courses)
- Take a full load of challenging courses each year of high school, including the senior year.
- Complete courses beyond the “admissions eligible” a-g requirements.
- Engage in extracurricular activities but not to the detriment of your academic progress.
- Complete as many honors/AP/college level courses as possible *wherein high achievement is likely*. (Students need to weigh the benefits of honors/AP/CL course completion against the likely effect upon one’s overall grade point average.)

**“A – G” LIST
UC AND CSU APPROVED COLLEGE PREP COURSES**

Only underlined honors and AP courses receive an extra GPA point when calculating the GPAs for the UC/CSU system: A=5, B=4, C=3 in GPA calculation (D and F grades do not receive extra grade points). College preparatory courses are denoted by a (P) on the transcript.

<p>a HISTORY</p> <ul style="list-style-type: none"> Civics Global Studies Global Studies (H) <u>AP Human Geography</u> Sheltered Social Studies (counts as U.S. History only) <u>AP U.S. Government & Politics</u> U. S. History <u>AP U.S. History</u> World History 2-3 World History 2-3 (H) <u>AP World History</u> 	<p>d LABORATORY SCIENCE</p> <ul style="list-style-type: none"> Anatomy & Physiology Biology <u>AP Biology</u> Biotechnology Botany Chemistry <u>AP Chemistry</u> Conceptual Physics <u>AP Environmental Science (ROP)</u> Physics <u>AP Physics C: Mechanics</u> Zoology 																										
<p>b ENGLISH</p> <ul style="list-style-type: none"> Advanced Composition <u>AP English Language/Composition</u> <u>AP English Literature/Composition</u> English Literature Exploring Knowledge Expository Reading and Writing Freshman English Freshman English (H) Junior English Lit and the Dynamics of Soc Justice Sheltered English (Maximum 10 credits) Sophomore English Sophomore English (H) World Literature 	<p>e LANGUAGE OTHER THAN ENGLISH</p> <table style="width: 100%; border: none;"> <tbody> <tr> <td>ASL I</td> <td>German III</td> </tr> <tr> <td>ASL II</td> <td><u>AP German IV</u></td> </tr> <tr> <td>ASL III</td> <td><u>German V (H)</u></td> </tr> <tr> <td>ASL IV</td> <td>Japanese I</td> </tr> <tr> <td>Chinese I (Mandarin)</td> <td>Japanese II</td> </tr> <tr> <td>Chinese II(Mandarin)</td> <td>Japanese III</td> </tr> <tr> <td>Chinese III(Mandarin)</td> <td><u>AP Japanese IV</u></td> </tr> <tr> <td>Chinese IV(Mandarin)</td> <td><u>Japanese V (H)</u></td> </tr> <tr> <td>French I</td> <td>Spanish I</td> </tr> <tr> <td>French II</td> <td>Spanish II</td> </tr> <tr> <td>French III</td> <td>Spanish III</td> </tr> <tr> <td><u>AP French IV</u></td> <td><u>AP Spanish Language IV</u></td> </tr> <tr> <td>French V (H)</td> <td><u>AP Spanish Literature V</u></td> </tr> </tbody> </table>	ASL I	German III	ASL II	<u>AP German IV</u>	ASL III	<u>German V (H)</u>	ASL IV	Japanese I	Chinese I (Mandarin)	Japanese II	Chinese II(Mandarin)	Japanese III	Chinese III(Mandarin)	<u>AP Japanese IV</u>	Chinese IV(Mandarin)	<u>Japanese V (H)</u>	French I	Spanish I	French II	Spanish II	French III	Spanish III	<u>AP French IV</u>	<u>AP Spanish Language IV</u>	French V (H)	<u>AP Spanish Literature V</u>
ASL I	German III																										
ASL II	<u>AP German IV</u>																										
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<u>AP French IV</u>	<u>AP Spanish Language IV</u>																										
French V (H)	<u>AP Spanish Literature V</u>																										

<p>C MATHEMATICS (*may only be used for the “c” requirement)</p> <p><u>AP Calculus AB</u> Pre-Calculus <u>AP Calculus BC</u> ** <u>Pre-Calculus (H)</u> <u>AP Statistics</u> Math Analysis *Geometry Multivariable Calculus *Geometry (H) *Intermediate Algebra *Intermediate Algebra (H) *Math I *Math II *Math III Math IV</p> <p>**Honors Pre-calculus is not weighted on the high school transcript but will be weighted when calculating GPA for college admissions. Honors Pre-calculus is the only honors course at Amador that receives a weighted grade.</p>	<p>f VISUAL AND PERFORMING ARTS</p> <p>Art 1 Jazz Art 2 Jazz 1 Art 3 Orchestra <u>AP Art History</u> Photography 1 Ceramics 1 Photography 2 Ceramics 2 Photography 3(Pending Approval) Ceramics 3 <u>AP Studio Art-Drawing</u> Chamber Choir <u>AP Studio Art-2D Design</u> Concert Choir <u>AP Studio Art-3D Design</u> Concert/Symphonic Band Theatre Production Dance Treble Choir Digital Arts Video Production 1 Drama 1 Video Production 2 Drama 2 Video Production 3 Advanced Drama Visual Communication I (ROP) Drawing 1 Visual Communications II (ROP) Drawing 2 (Pending Approval) Wind Ensemble</p>
<p>g ELECTIVE COURSES</p> <p>English: Creative Writing Debate 1 Debate 2 Debate 3 Debate 4 Journalism 1 Journalism 2 Principles of Journalism Publications</p> <p>Interdisciplinary: AVID Senior Seminar STEP Senior Project</p> <p>Mathematics: <u>AP Computer Science) A</u> Computer Science 1 Computer Science 2 Computer Science 3 Computer Science 4 Problem Solving</p>	<p>g ELECTIVE COURSES</p> <p>Science: Introduction to Environmental Science Environmental Science (ROP) Sports Medicine/Athletic Trainer (ROP)</p> <p>Social Studies: Child Growth and Development Developmental Psychology of Children I & II (ROP) Economics Economics of Business Ownership (ROP) Global Business and Finance (pending) Law and Society <u>AP Macroeconomics</u> Psychology <u>AP Psychology</u> Special Topics in Psychology</p> <p>Other: Computer-aided Drafting & Design 1 (pending) Principles of Interior Design (pending)</p>

COMPARISON OF REQUIREMENTS

Successful completion of specific courses is required both for graduation from high school and eligibility for admission to college. All campuses of the California State University system require the same courses as do all campuses of the University of California system.

Public out-of-state colleges/universities and private (or independent) institutions also have specific requirements; however, they are not uniform. Students considering a college in those categories should check the college website, a college handbook in the Counseling Office, or a college catalog in the Career Center for required courses.

<i>Subject Area</i>	<i>Pleasanton Unified</i>	<i>UC/CSU</i>
History/ Social Studies	3 1/2 Years to include: 1 yr. US, 1 sem. Civics, 1 sem. Economics, 1 ½ yr. other social studies – usually Global Studies and World History (35 credits)	2 Years US and World
English	4 Years (40 credits)	4 Years College Prep
Math	2 Years (20 credits) (1 year must be Algebra or the equivalent of Algebra)	3 Years Algebra, Geometry, Intermediate Algebra or Math I-IV (UC Recommends 4 yrs)
Science	2 Years (20 credits) <i>1 Year Physical</i> <i>1 Year Life</i>	2 Years Lab Science (UC Recommends 3 yrs)
Foreign Language	1 Year (10 credits) (Or)	2 Years same language (UC Recommends 3 yrs)
Visual and Performing Arts	1 Year (10 credits)	1 Year
PE	2 Years (20 credits)	----
Health	1 Semester (5 credits)	----
Electives	80 Credits	1 Year College Prep Elective
Totals	230 Credits (10 credits = 1 year)	15 Units (1 Unit = 1 yr.)

FOUR YEAR PLANNING

Selecting courses during high school is far more than simply planning which classes to take next year. It is important to view high school as a period of four years, during which you hope to meet a variety of personal goals: graduation, college eligibility or career and technical education, and skill development. Be aware of the requirements of each of your goals, and develop a Four-Year Plan to ensure that all necessary courses will be completed by graduation.

Following are some sample four-year plans, designed to meet different goals. None of these plans will be perfect for any student. Rather, they are meant to serve as examples of how courses can be selected and scheduled to achieve various objectives.

Use these pages as a guide to begin planning our own personal course of study for your four years at Amador Valley High School. Review the samples provided, then pencil in the courses you plan to take, meeting the requirements that are most important to you.

- ✓ Plan first for the requirements you must meet to graduate.
- ✓ Add the additional requirements for college or career planning you wish to pursue.
- ✓ Balance your academic load carefully so that one year is not excessively demanding while another year requires little effort.
- ✓ Use remaining electives to strengthen a skill, explore a new area, or further pursue an area you enjoy.

SAMPLE Four Year Program for Graduation

		9 th Grade	10 th Grade	11 th Grade	12 th Grade	
Required Subjects	Required Credits					Subject Totals
Social Studies	35	Global Studies	World History	US History	Civics/Econ	35
English	40	Freshman English	Sophomore English	Junior English	World Lit	40
Mathematics	20	Math I	Math II	Math III		30
Science	20		Biology	Chemistry		20
Language Other Than English OR Visual/Perform Arts	10	Drama		Intermediate Drama	Ceramics 1	30
PE	20	PE Course 1	PE Course 2 Team Sports		PE Course 3C Bowling	30
Health Education	5	Health Ed				5
Electives	80	Fabrics and Fashion	Academic Support	ROP Marketing	ROP Econ of Business/ Principles of Interior Design	50
Totals	230 minimum	60	60	60	60	240

SAMPLE Four Year Program: Basic College Eligibility

		9 th Grade	10 th Grade	11 th Grade	12 th Grade	
Required Subjects	Required Credits					Subject Totals
Social Studies	35	Global Studies	World History	US History	Civics/Econ Psych/Law&Soc	45
English	40	Freshman English	Sophomore English	Junior English	Expository Reading & Writing	40
Mathematics	20	Math I	Geometry	Intermediate Algebra		30
Science	20			Biology	Chemistry	20
Language Other Than English OR Visual/Perform Arts	10	ASL I	ASL II Concert Choir	Chamber Choir	Chamber Choir	50
PE	20	PE Course 1	PE Course 2 Team Sports			20
Health Education	5	Health Ed				5
Electives	80	Study Skills		ROP Sports Marketing	ROP Economics of Business	30
Totals	230 minimum	60	60	60	60	240

SAMPLE Four Year Program: Standard College Prep

		9 th Grade	10 th Grade	11 th Grade	12 th Grade	
Required Subjects	Required Credits					Subject Totals
Social Studies	35	Global Studies	World History	US History	AP Gov AP MacroEcon	35
English	40	Freshman English	Honors Soph English	AP English Language	Adv Comp/ English Lit	40
Mathematics	20	Geometry	Int Algebra	Honors Pre-Calc	AP Statistics	40
Science	20		Biology	Chemistry	Physics	30
Language Other Than English OR Visual/Perform Arts	10	Spanish I Art 1	Spanish II	Spanish III	AP Spanish Language	50
PE	20	PE Course 1	PE Course 2 Team Sports			20
Health Education	5	Health				5
Electives	80			Psychology/ Creative Writing	Culinary Arts	
Totals	230 minimum	60	60	60	60	240

SAMPLE Four Year Program: Max College Prep

		9 th Grade	10 th Grade	11 th Grade	12 th Grade	
Required Subjects	Required Credits					Subject Totals
Social Studies	35	Honors Global Studies	AP World History	AP US History	AP Gov/ AP Macro	35
English	40	Honors Frosh English	Honors Soph English	AP English Language	AP English Lit	40
Mathematics	20	Honors Geometry	Honors Int Algebra	Honors Pre-Calc	*AP Calculus *Comp Sci	50
Science	20	Biology	Chemistry	Physics	AP Biology	40
Language Other Than English OR Visual/Perform Arts	10	French II	French III	AP French Language	Photography 1	40
PE	20	PE Course 1	PE Course 2 Weight Training			20
Health Education	5	Health				5
Electives	80			Law and Society		10
Totals	230 minimum	60	60	60	60	240


Your Four Year Program

		9 th Grade	10 th Grade	11 th Grade	12 th Grade	
Required Subjects	Required Credits					Subject Totals
Social Studies	35					
English	40					
Mathematics	20					
Science	20					
Language Other Than English OR Visual/Perform Arts	10					
PE	20					
Health Education	5					
Electives	80					
Totals	230 minimum					

PROFESSIONAL CAREER ACADEMIES

Pleasanton Unified School District's Professional Career Academies provide students with opportunities and motivation to engage effectively in independent and collaborative work environments.

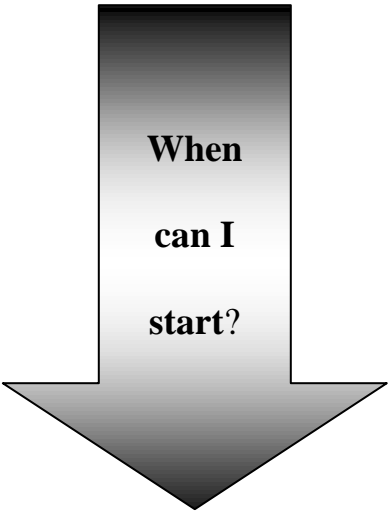
Students develop professional and personal skills preparing them for higher education and future professional success.

- 
- **Earn more than a High School Diploma**
 - **Start participating in your College future now**
 - **Learn professionalism by working with professionals**

Professional Career Academy Description

Students...

- ✓ **Voluntarily join the Program**
- ✓ **Select 5 approved courses connected to the Academy**
- ✓ **Participate in career related activities:**
 - **Classroom Speakers**
 - **Fieldtrips**
 - **Career Center Resources**
 - **Job Shadowing**
 - **Internships**
 - **Clubs**
- ✓ **Can obtain Academy Recognition for Graduation which looks great on College Applications & Resume**



**When
can I
start?**

- **You can start taking classes and attending guest speaker sessions as early as Freshman Year!**
- **Declare your Academy Choice by your Junior Year and participate in fieldtrips and internships by completing a Professional Career Academy Application!**
- **Once accepted into the Academy, the Academy Advisor along with your counselor will help you begin to map out a pathway to post-secondary education that suits your interests and professional goals.**

PROFESSIONAL CAREER ACADEMIES 2011-2012

Career Path Options Available at Amador	Business		Health & Bioscience		Arts, Media, & Entertainment		Engineering		Public & Human Services		Culinary Arts		
	Financial Management Pathway Careers	Entrepreneurship Pathway Careers	Therapeutic Services Pathway Careers	Health & Bioscience	Media & Design Arts Pathway Careers	Performing Arts Pathway Careers	Production & Managerial Arts Pathway Careers	Engineering Design Pathway Careers	Legal & Government Services Pathway Careers	Education & Child Development Pathway Careers	Food Service and Hospitality Pathway Careers	Public & Human Services Pathway Careers	Culinary Arts Pathway Careers
	<ul style="list-style-type: none"> • Accountant • Economist • Financial Planner 	<ul style="list-style-type: none"> • CEO • Buyer • Franchisee • Entrepreneur 	<ul style="list-style-type: none"> • Bio Engineer • Dietician • EMT • Nurse 	<ul style="list-style-type: none"> • Physical Therapist • Surgical Technician • Veterinarian • Physician 	<ul style="list-style-type: none"> • Fine Artist • Graphic Artist • Architect • Interior Designer • Product Designer • Web Designer • Illustrator • Writer • Fashion Designer • Cinematography • Photographer • Lighting/Sound Technician • 2D/3D Character Animation 	<ul style="list-style-type: none"> • Actor • Musician • Broadcaster • Dancer • Singer • Voice Actor • Costume Designer • Screenwriter • Conductor • Choreographer • Lighting Technician • Sound Technician 	<ul style="list-style-type: none"> • Producer • Director • Set Designer • Sound Editor • Film Editor • Visual Effects Coordinator • Museum/Gallery Curator • Art Director • Art/Film/Music Critic 	<ul style="list-style-type: none"> • Structural Engineer • Surveyor • Drafter • CAD/CAM Specialist • Civil Engineer 	<ul style="list-style-type: none"> • Attorney • Politician • City Attorney • City Manager 	<ul style="list-style-type: none"> • Preschool Director • Teacher, or Aide • Counselor • Elementary or High School Teacher • Psychologist 	<ul style="list-style-type: none"> • Restaurant Owner • Food Service Director • Food Stylist • Product Development • Chef • Baker • Pastry Chef • Nutritionist • Dietician 	<ul style="list-style-type: none"> • Police • Fire Fighter • FBI Agent 	<ul style="list-style-type: none"> • Culinary Arts (Formerly Foods 1-2) • Culinary Arts (Formerly Foods 101 & 102) • Catering • Chemistry • AP Chemistry • Botany • Photography • French • Spanish • Economics of Business Ownership (ROP) • Biology • Art 1 • Anatomy & Physiology
	<ul style="list-style-type: none"> • Public Relations • Marketing/Sales Manager • Real Estate Broker/Agent • Agent Sports Marketing • Personal Recruiter/Trainer • Travel Broker/Agent 	<ul style="list-style-type: none"> • Marketing/Sales Pathway Careers 	<ul style="list-style-type: none"> • Health & Society* (ROP) • Medical Occupations (ROP) • Nursing Careers (ROP) • Sports Medicine/Athletic Trainer (ROP) • Biology • AP Biology • Chemistry • AP Chemistry • Anatomy & Physiology • Zoology • Psychology or AP Psychology • Special Topics in Psychology • Child Growth & Dev. • Culinary Skills (Formerly Foods 1-2) • Culinary Arts (Formerly Foods 101-102) 	<ul style="list-style-type: none"> • Health & Society* (ROP) • Medical Occupations (ROP) • Nursing Careers (ROP) • Sports Medicine/Athletic Trainer (ROP) • Biology • AP Biology • Chemistry • AP Chemistry • Anatomy & Physiology • Zoology • Psychology or AP Psychology • Special Topics in Psychology • Child Growth & Dev. • Culinary Skills (Formerly Foods 1-2) • Culinary Arts (Formerly Foods 101-102) 	<ul style="list-style-type: none"> • Art 1 • Art 2 • Art 3 • Ceramics 1 • Ceramics 2 • Ceramics 3 • Photography 1 • Photography 2 • Photography 3 • Digital Art • Drawing 1 • Drawing 2 • AP Studio Art - Drawing • AP Studio Art - 2-D Design • AP Studio Art - 3-D Design • AP Art History • AP Art History* • Visual Communication/Print Graphics (ROP) • Animation/Motion Graphics (ROP) • Interior Design • Video Production 1 • Video Production 2 • Video Production 3 • Television Production (ROP) • Publications/Yearbook • Journalism • English Literature • World Literature • Expository Reading/Writing • Marketing • Geometry • Anatomy/Physiology • CAD and Design 1 • Creative Writing • AP English Language 	<ul style="list-style-type: none"> • Marching Band • Percussion • Concert Band • Wind Ensemble • Jazz Band A • Jazz Band B • Symphonic Band 1 • Symphonic Band 2 • Orchestra/Strings • Orchestra/Winds • Big Band • Drama • Int. Drama • Advanced Drama* • Theater Production • Dance • Cosmetology (ROP) • Fabrics • Fashion • Sewing • Concert Choir • Treble Choir • Chamber Choir* 	<ul style="list-style-type: none"> • AP Studio Art - Drawing • AP Studio Art - 2-D Design • AP Studio Art - 3-D Design • AP Art History • AP Art History* • Visual Communication/Print Graphics (ROP) • Animation/Motion Graphics (ROP) • Interior Design • Video Production 1 • Video Production 2 • Video Production 3 • Television Production (ROP) • Publications/Yearbook • Journalism • English Literature • World Literature • Expository Reading/Writing • Marketing • Geometry • Anatomy/Physiology • CAD and Design 1 • Creative Writing • AP English Language 	<ul style="list-style-type: none"> • Computer Aided Drafting and Design 2 • Art 1-2 • Drawing 1-2 • Conceptual Physics • Physics • AP Physics • AP Statistics • Calculus • AP Calculus • AP Computer Science • Economics of Business Ownership • AP Environmental Science (ROP) • Water Pollution Control (ROP) • Alternative (ROP) • Renewable Energy 	<ul style="list-style-type: none"> • Public & Human Services • 4 of any below plus 1 (*) course (5 total) • Education Pathway • Child Growth & Development* • Developmental Psychology of Children I & II (ROP) • Law & Protective Pathways • Law & Society* • Criminal Justice and • Crime Scene Investigation (ROP) • AP U.S. Government and Politics* • Other eligible courses • American Sign (1 yr) • Spanish (1 year) • AVID Tutor • Chemistry • Debate • Leadership • Literature and The Dynamics of Social Justice • Psychology • AP Psychology • Special Ed. Tutor • Special Topics in Psychology 	<ul style="list-style-type: none"> • Culinary Arts (Formerly Foods 101 & 102) • Catering • Chemistry • AP Chemistry • Botany • Photography • French • Spanish • Economics of Business Ownership (ROP) • Biology • Art 1 • Anatomy & Physiology 			
Related Courses (Choose 5 courses* within the Academy for Recognition)	<ul style="list-style-type: none"> • Business & Home Computing • Law & Society • Marketing (ROP)* • Sports & Entertainment Marketing* (ROP) • Global Business and Finance* • Economics of Business Ownership (ROP) • Digital Arts • World Languages (1 yr.) • Psychology or AP Psychology • Advanced Composition • AP Computer Science • AP Macroeconomics • AP Microeconomics • AP Statistics • Expository Reading and Writing • Debate • Publications/Yearbook • Catering 	<ul style="list-style-type: none"> • Business • 3 of any below plus 2 (*) courses (5 total) 	<ul style="list-style-type: none"> • Health & Bioscience • 4 of any below plus 1 (*) course (5 total) 	<ul style="list-style-type: none"> • Arts, Media, & Entertainment • 4 of any below plus 1 (*) course (5 total) 	<ul style="list-style-type: none"> • Engineering • 4 of any below plus 1 (*) course (5 total) 	<ul style="list-style-type: none"> • Public & Human Services • 4 of any below plus 1 (*) course (5 total) 	<ul style="list-style-type: none"> • Culinary Arts • 4 of any below plus 1 (*) course (5 total) 						
Clubs	Association of Marketing Students (DECA)	Students Interested in Medical Sciences (SIMS)	<ul style="list-style-type: none"> • Varsity Blue • Musical Arts • S.T.E.P. • Drama • Writers • Debate Team • Speech and Debate • The Don Squad 	Math Club Robotics Club	Human Rights Club Interact Mock Trial	Catering Club							

REGIONAL OCCUPATIONAL PROGRAM

GENERAL INFORMATION

Tri-Valley Regional Occupational Program (ROP) offers classes to high school juniors and seniors that develop skills necessary for employment. ROP classes sequence directly into business, industry and/or continuing education following completion of high school.

ROP classes are career-technical classes, which earn credit in the same manner as other high school elective classes.

The Tri-Valley ROP offers classes at Amador, Dublin, Foothill, Granada, Livermore, Valley, and Village High Schools, as well as Dublin-San Ramon Services District Regional Wastewater Treatment Facility, and Dublin Beauty College.

COMMUNITY COLLEGE CREDIT BY EXAM

Many ROP courses are articulated with Las Positas and Chabot Community Colleges and allow students to earn college units by successfully completing the ROP course. Students must earn a grade of B or better for each semester to qualify for Credit by Exam. The college units may be transferable to UC and CSU systems as elective credit. (Further explanation/information is available from the Career Education Specialists in your Career Center and the ROP website, www.tvrop.org.)

SCHOOL-TO-CAREER

Tri-Valley ROP courses have been modified, along School-To-Career guidelines, to integrate academic and occupational competencies by infusing applied mathematics, communication and/or principles of technology into them, or into the courses taken prior to this course. Performance outcomes and workplace learning are stressed.

REGISTRATION / ELIGIBILITY

While seniors have priority, juniors 16 years and over are also eligible and encouraged to enroll in ROP classes. High school students select ROP classes using the same procedure they use to enroll in other classes at their school site. The Career Education Specialist in the Career Center, the ROP counselor (925-455-4800, ext. 109) and high school counselors/scheduling advisors are available to answer questions about ROP classes, registration and scheduling. ROP classes comply with all mandates of Public Law 101476.

TYPES OF ROP CLASSES:

- **Classroom/Laboratory** Learning environments for ROP classes, which include classroom lecture facilities, activity labs, and workshop facilities, such as those used for automotive
- **Community Classroom** Combines classroom education and non-paid work-based training assignments. After six to twelve weeks of classroom instruction, students are placed at a community training work-site. Once a student is placed, the student spends two to four days per week at his/her assigned training site. The student spends at least the same amount of time per day at the training site that the lecture class meets and may increase hours for additional credits. (Example: Classroom lecture class meets 2 hours on Monday and Wednesday, and then the work-site meets 2 hours on Tuesday, Thursday and Friday.)
- **Cooperative Education (Co-op)** Involves classroom learning and paid work-based training. The work-site training is similar to the Community Classroom program, but the class meets on site each day and work-site training is generally after school hours. In the Co-op program the student earns wages and additional credits.

Both Community Classroom and Cooperative Education programs adhere strictly to work-site rules and regulations. Any deviation may result in the student being removed from the class. Students must provide their own transportation to the training sites.

ATTENDANCE POLICY

High school students are required to attend classes daily in accordance with their district calendar. Students traveling to an off-site ROP class will be asked to follow the ROP class attendance schedule that may vary on occasion from the home high school schedule, i.e. holidays and teacher workdays. Students suspended from their home school are also suspended from their ROP class.

TRANSFERS AND DROPS

Students who decide to drop or change a class section are encouraged to talk with the ROP instructor and must obtain permission from their school counselor or scheduling administrator. The high school counseling or administrative office will notify the ROP instructor and ROP office of any student schedule changes.

REPEAT POLICY

Credit is awarded for ROP classes in the same manner as all high school credit. ROP classes may NOT be repeated for credit. Non-credit repetition will be allowed for enrichment or to raise a letter grade as determined by individual school policy. Some ROP subjects offer first and second year opportunities. ROP courses designated as I & II year programs allow students to receive credit in both years.

HIGH SCHOOL CREDIT

Credit for ROP courses is determined by the number of hours in which the student is enrolled:

- Two periods = 20 credits per year
- One period = 10 credits per year

Some ROP classes have been approved for graduation subject requirements. These classes are noted “**Alternate Graduation Credit.**”

TRAVEL TIME

Students traveling between high schools are allowed adequate time to report to classes on a timely basis. Instructors will determine the travel time. Bus passes are available to students in the Career Centers and ROP office for travel between schools.

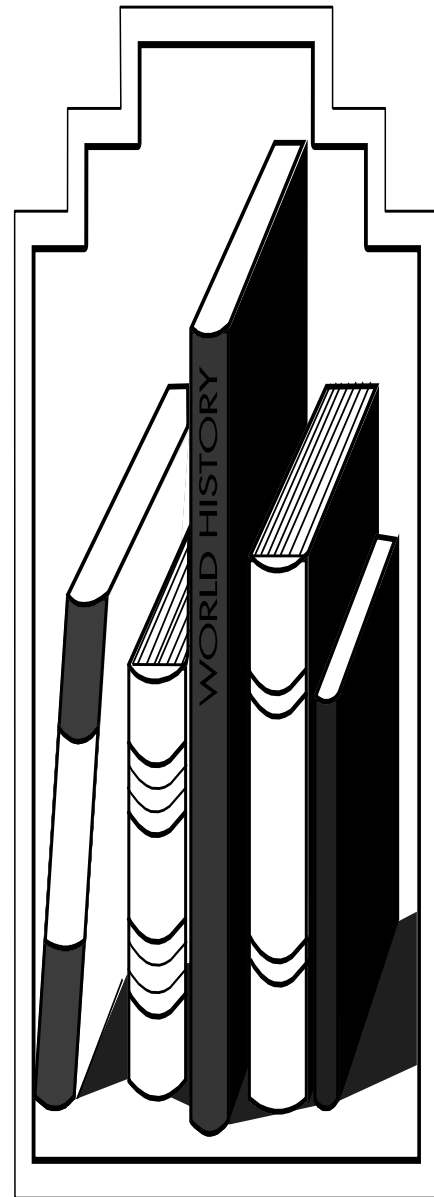
CAREER AND TECHNICAL STUDENT ORGANIZATIONS

Students in ROP are encouraged to participate in their respective Career and Technical Student Organizations (CTSO's). Through their participation, students are provided with opportunities to network with other students, compete in organized events, and develop leadership skills.

DECA (An association of marketing students)

FFA (Future Farmers of America)

COURSE DESCRIPTIONS





CAREER AND TECHNICAL EDUCATION

Arts, Media and Entertainment

□ **ANIMATION & MOTION GRAPHICS I (R.O.P.)**: One year course; School Site: Dublin; Two hours/day; Credit: 20; Open to Grades 11, 12.

Students will explore the art and science of visual motion by creating animated videos. The eleven principles of animation will be put into practice through Toon Boom Studio professional animation software. Students will work through a professional animation work-flow. Students have access to state-of-the-art equipment including 24" High Definition computer monitors and Wacom drawing tablets. Students design projects for such media as the Internet, DVD, TV, and Film, iPod, cell phones and other mobile devices. Material/Lab fee charges may apply for cost of items taken home, such as items fabricated by students, or for replacement of lost items assigned to a student.

□ **ANIMATION & MOTION GRAPHICS II (R.O.P.)**: One year course; School Site: Dublin; Two hours/day; Credit: 20; Open to Grades 11, 12. Prerequisite Animation & Motion Graphics I.

This course is for students wishing to pursue a career in the area of Animation, Motion Graphics or Visual Effects. Students will work on advanced long-term projects refining and applying their skills. Students will act as peer mentors to students in Animation and Motion Graphics 1. Students will work on professional projects for local businesses. They will collaborate across the ROP Media Arts Department with other level II students in the Multi-Media and Visual Communications classes to form complete media teams. Students will complete the class with a portfolio of both personal and professional projects suitable for acceptance into post-secondary schools and job placement. Material/Lab fee charges may apply for cost of items taken home, such as items fabricated by students, or for replacement of lost items assigned to a student.

□ **TELEVISION PRODUCTION (R.O.P.)**: One year course; School site: Pleasanton Lab/TV30; Two hours/day; Credit: 20; College Credit by Exam at Chabot. Open to Grades 11, 12.

Learn about the exciting industry of television production through our learn-by-doing approach. Units include camera operations, audio/video recordings, directing, writing, acting, set design, sound/lighting design and editing. Learn all phases of broadcasting—announcing, performing and writing—through video applications and access to a working TV studio. Discover why video is used: to inform, to teach, to share common concerns, to entertain, and to effect change. Understand the legal restraints concerning copyright, taping and responsible reporting. **This course is articulated with Chabot College and each students may receive college credits with a grade of B or better for each semester.**

□ **VIDEO GAME ART & DESIGN (R.O.P.)**: One year course; School site: Dublin; One hour/day; after school class 3:00-4:00; Credit: 10; Open to Grades 11, 12.

Students get hands-on experience designing, drawing, animating, and programming their own video games. Students will explore the creative aspects of game design, its history and place in our society, its potential as both a creative and communications medium, and how to make it a career. Students learn the foundation of character development, environmental design, plot building, and game play through 2D games. Drawing, movement, sound, and programming are covered in the process of creating simple games both individually and as teams. Second semester introduces more advanced concepts including artificial intelligence, multi-user game design, game engines, and 3D game design. Students will develop a portfolio of their work to use in seeking internships, or to gain admission into port-secondary game design programs.

□ **VISUAL COMMUNICATIONS I (R.O.P.)**: One year course; School site: Dublin; Two hours/day; Credit: 20; College Credit by Exam at Las Positas; Open to Grades 11, 12.

Visual Communications (Print Graphics) offers both a theoretical and applied academic foundation to graphic art and traditional art. This comprehensive program emphasizes the fundamentals of the elements of art and design. The

ability to plan and create original works of art will be developed through research, analysis, and critique. Students will express their original creativity visually and develop and showcase their ability to communicate ideas through visual arts communications. Students will have the opportunity to design and produce projects for clients using computer graphic design software. A portfolio will be generated that can be used to demonstrate their abilities for college entrance or employment in the visual arts field. Employment opportunities include desktop publisher, graphic designers, and illustrators. This course fulfills UC/CSU "f" requirement. Material/Lab fee charges may apply for cost of items taken home, such as items fabricated by students, or for replacement of lost items assigned to a student.

□ **VISUAL COMMUNICATIONS II (Print Graphics) (R.O.P.):** One year course; School site: Dublin; Two hours/day; Credit: 20; Open to Grades 11, 12. Prerequisite Visual Communications I.

This This course is for students who want to pursue a career in the area of Graphic Design. Students will work on long-term projects advancing and applying their skills, such as professional projects for local businesses. They will collaborate across the ROP Media Arts Department with other level-two students in the Multi-Media and Animation programs to form complete media teams. Create a personal portfolio of work presentable for acceptance into post-secondary schools as well as job placement as a working professional in the field. Material/Lab fee charges may apply for cost of items taken home, such as items fabricated by students, or for replacement of lost items assigned to a student.

Education, Child Development, and Family

□ **CHILD GROWTH AND DEVELOPMENT** : One year course; Open to Grades 10, 11, 12.

This course is a study of the developmental stages of children from conception through adolescence, personal development, the role of the family and life cycle, and dating and marriage. The course will provide the student with knowledge of the principle theories of child growth and development and their application. The emphasis is on scientific method, research strategies, historical overview and social and cultural content. Students will participate in simulations using the Empathy Belly and Baby Think It Over. Class discussion and in class activities will connect the curriculum to student's own lives. Careers involving children and families will be covered. This course fulfills UC/CSU "g" elective.

□ **DEVELOPMENTAL PSYCHOLOGY OF CHILDREN I (R.O.P.):** One year course; School site: Amador, Foothill; Two hours/day; Credit: 20; Community Classroom (non-paid internship) and Co-op (paid internship). College Credit by Exam at Las Positas. Open to Grades 11, 12.

This course provides a comprehensive introduction to child development, education, care, and guidance. Students will explore the major child development theorists and their contributions to child development. Classroom instruction is combined with internships at local elementary schools, preschools, or daycares. Students apply knowledge and skills learned to provide conscientious care to children and to facilitate learning activities at their community placements. Upon completion of the program students may apply for entry level child care positions. Cooperative vocational education opportunities are available. *Proof of a current TB Test must be provided by the student in order to work in the community. . Students must provide their own transportation to internship site.* This course fulfills UC/CSU "g" elective.

□ **DEVELOPMENTAL PSYCHOLOGY OF CHILDREN II (R.O.P.):** One year course; School site: Amador, Foothill; Two hours/day; Credit: 20; Community Classroom (non-paid internship) and Co-op (paid internship). College Credit by Exam at Las Positas. Open to Grade 12.

Developmental Psychology of Children II is an advanced class in child development and education. Students increase their knowledge, experience, and job skills for careers with children. Advanced projects further develop skills in observation of children and programs; communicating with children, staff, and parents; planning age-appropriate curriculum; and understanding the history, philosophies, and legal aspects of child care. *Proof of a current TB Test must be provided by the student in order to work in the community. . Students must provide their own transportation to internship site.* **(This course can fulfill the Public & Human Services Academy recognition course.)** This course fulfills UC/CSU "g" elective.

Energy and Utilities

□ **ALTERNATIVE/RENEWABLE ENERGY (R.O.P.):** One year course; School site: Dublin One hour/day; may be available after school 3:00-4:00; Credit: 10. Open to Grades 11, 12.

Alternative & Renewable Energy will provide students with the opportunity to explore the uses, efficiencies, and future social, economic and environmental implications of developing energy resources other than those based on fossil fuel. Students will explore the controversies of our human impact on this planet with our fuel demands, as well as the possible solutions to our energy needs. Students will learn about biofuels, hydrogen fuel cells, geothermal heat transfer, wind energy, and solar as a source of both heat and electric power. Field trips and student led projects will provide real world application of our studies. Students will gain a broad understanding of energy efficiencies and cost-benefit analysis of resource use as well as a sound practical application of general energy principles. Career exploration in the growing field of alternative energy will be emphasized. Material/Lab fee charges may apply for cost of items taken home, such as items fabricated by students, or for replacement of lost items assigned to a student.

□ **ENVIRONMENTAL SCIENCE (R.O.P.):** One year course; School site: Foothill, Dublin; **Prerequisite: Algebra I or equivalent with "C" or better;** Credit: 20; Two hours/day; Alternative Grad. Credit: 10 Life & 10 Physical Science; Open to Grades 11, 12.

Gain the knowledge and skills to understand cause and management of environmental problems. Learn basic laboratory and field techniques including specimen sampling and processing, site monitoring, documentation, inspection and emergency response. Become familiar with the Geographic Information Systems (GIS). Incorporate academic rigor with practical application by exploring the links between environment, politics, and economics. Gain a broad awareness of environmental science and technological career opportunities through involvement with local environmental businesses, educational research institutes, and national labs. Motivated students are encouraged to take part in job shadowing and additional outdoor activities. Successful students will lay the foundations for further environmental studies or continued preparation for technical environmental areas. This course fulfills UC/CSU "g" elective science requirement (10 credits). Material/Lab fee charges may apply for cost of items taken home, such as items fabricated by students, or for replacement of lost items assigned to a student.

□ **AP ENVIRONMENTAL SCIENCE (R.O.P.):** One year course; School site: Foothill, Dublin; Credit: 20; Two hours/day; College Board Advanced Placement (or AP) approved for 10 credits. Prerequisite: Geometry or Intermediate Algebra with a "B" or better, plus one other UC approved Laboratory ("d"-level) Science with a B or better or by instructor approval; Open to Grades 11, 12.

In addition to the core requirements outlined for Environmental Science, AP Environmental Science students enrich their learning potential with job shadowing, internships, community service, and career mentoring, in addition to the core requirements outlined above for Environmental Science. Units designed to provide students with an academic experience parallel to that of the college level, while promoting critical thinking skills involved in independent research studies. **All Advanced Placement students are expected to take the AP Environmental Science Exam.** This course fulfills UC/CSU "d" elective - lab science requirement (10 credits). Material/Lab fee charges may apply for cost of items taken home, such as items fabricated by students, or for replacement of lost items assigned to a student.

□ **WATER POLLUTION CONTROL (R.O.P.):** One year course; School site: Dublin San Ramon Services District Credit: 30; 15 hours/week Community Classroom (*non-paid internship*) and Co-op (*paid internship*); College Credit – CSU Sacramento Certificate. Open to Grades 11, 12 (Senior Priority). Recommendation: Completion of Algebra I and Chemistry.

Learn the basic principles of how to operate and maintain a domestic wastewater treatment plant under the direction of licensed plant personnel. Gain knowledge of the various machinery, computer systems and equipment connected with biological treatment processes; read and interpret charts, process flow meters, and gauges; collect samples; perform process tests; and related duties. Completion of this course prepares students for certification as wastewater treatment plant operators and entry-level employment. Program is helpful for students who wish to enter maintenance, laboratory, collection system, or water distribution work. **Must attend pre-enrollment orientation.**

Engineering and Design

□ **ALTERNATIVE/RENEWABLE ENERGY (R.O.P.):** (See Energy and Utilities)

□ **COMPUTER-AIDED DRAFTING AND DESIGN TECHNOLOGY 1:** One year course; Open to Grades 9, 10, 11, 12. Computer-Aided Drafting and Design Technology 1 addresses the technical world's primary means of communication, visual communication. This course is an introductory course designed to teach students the methods used by Design-Build professionals to create the world we live in. Students will use a variety of tools and media as they learn and/or improve their drafting and drawing skills, while being exposed to manual and computer aided drafting techniques. This course will also expose students to Design-Build Industry history and professional practices in architecture firms. Students will be encouraged to explore their individual creative talents and be given an introduction to model building. The intent of this course is to create interest in the many careers involving drafting, such as architecture, interior design, landscape architecture, engineering, construction management, etc. It is recommended that students complete this course before moving on to Computer-Aided Drafting and Design Technology 2. **There is a lab fee of \$10.00 each semester for consumables including, but not limited to: drafting pencils, erasers, various types of drafting paper, blueprinting supplies, model building supplies, and other drafting supplies. Waivers are available; please speak to the instructor.** (Pending UC approval for UC/CSU "g" elective.)

Fashion and Interior Design

□ **FABRICS, FASHION AND SEWING:** One year course; Open to Grades 9, 10, 11, 12. Students learn to use computerized sewing machines and sergers to create a wide variety of clothing and design projects. This class is open to all levels of expertise. Students who have never used a sewing machine or have created and constructed their own clothing complete projects that are engaging, worthy, and allow for much creativity. Through sample projects, students learn to master many fundamental techniques of sewing. Other topics include the study of fibers and textiles, guest speakers, careers in the fashion and design industries, famous designers and quilt making. This class may be repeated for credit and an individualized course of study will be developed for that student. **There is a \$10 lab fee for consumable materials per semester. In addition, students will be responsible for purchasing additional supplies as needed for required projects. Waivers are available; please speak to the instructor.**

□ **PRINCIPLES OF INTERIOR DESIGN:** One year course; Open to Grades 9, 10, 11, 12. This course explores the design of interior spaces through the principles of good design, the selection of appropriate materials, finishes and furniture, and the study of the major stylistic changes in design from a global and historical perspective. Students learn to calculate and draw dimension lines, correctly hand-letter, and determine costs and materials for window treatments, walls and flooring. Students create computer-generated floor plans as well as freehand plans and elevations. Creative expression is fostered through material finishes and sample boards, and final design presentation boards. Additional topics include textiles, lighting, faux painting techniques, green and universal designs, career connections and industry speakers. Students receive 3 units of Las Positas credit that is CSU transferable with a grade of B or better. **There is a \$10 lab fee per semester for consumable materials. Waivers are available; please speak to the instructor.** (Pending approval for UC/CSU "g" elective)

Finance and Business

□ **ECONOMICS OF BUSINESS OWNERSHIP (R.O.P.):** One year course; School site: Amador; Credit: 10 (up to 30 with Co-op*); One hour/day; Co-op: Average 10 hours/week; College Credit by Exam – Las Positas College; Open to Grades 11,12.

Learn the process of starting and managing a business. Students with an entrepreneurial interest learn skills related to organization, planning, research, effective decision making, and goal setting. Students develop comprehensive business plans including research & development of ideas, product planning, operation, finance and marketing. Students learn how marketing, management, social responsibility, ethics and communication all play an important part in business success. Students will gain practical experience by managing a student-run business. Students will also receive training in constructing resumes, employment applications, cover letters and references, in addition to interviewing skills. Students will complete a career portfolio to prepare for entry into the job market with a competitive edge. Business concepts and leadership skills are reinforced through co-curricular participation in the Career and Technical Student Organization, DECA**. DECA is an integral component to this program and provides additional focus for developing written and oral presentation skills, as well as leadership, social and professional skills that will build self-confidence for college and career success.

This course is articulated with Las Positas College and each student may receive college credits with a grade of “B” or better for each semester. This course meets the elective requirement for U.C. and C.S.U. This course fulfills UC/CSU “g” elective.

**Economics of Business Ownership is a cooperative work-based learning class, in which the curriculum is directly associated with on-the-job experience. Students receive variable credits based on the number of "on-the-job" hours worked. Students are encouraged to work 10-15 hours per week at teacher approved sites in the Tri-Valley geographical area with their current job, or employment leads and guidance will be provided. Students can earn 1 credit for every 18 hours they work, up to 10 credits per semester. A job is required for earning the additional credits, and students must provide their own transportation.*

***DECA, www.deca.org, prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management. DECA offers the opportunity for students to participate in competitive events throughout the year, in a variety of locations at local, state and international levels. Students will also have the opportunity to receive recognition, awards and scholarships. DECA is endorsed by the United States Department of Education and the California Department of Education*

Health Science and Medical Technology

□ **HEALTH EDUCATION:** One semester course: **Required course for graduation;** Open to Grade 9.

In this course, students will study the physical, mental, emotional and social factors of health. There will be focus on learning the role students can play in maintaining their own health and well-being through deliberate behaviors and responsible decision-making. Topics will include life management skills; mental and emotional well-being; diseases and disorders; substance use and abuse; nutrition and physical fitness; family life education; HIV/AIDS; injury prevention and first aid; and careers in the health field. Health, not science, credit is awarded.

□ **HEALTH AND SOCIETY I:** One year course; College Credit by Exam for both Las Positas and Chabot Colleges – CSU transferable elective. Open to Grade 11, 12.

Students will examine physiological, psychological, ethical, social, and public health issues and develop a process to attain optimal well-being throughout their lives. The impact of individual health choices upon society will also be covered. Units include diseases and disorders, infection control, substance use and abuse, mental health, sexuality education, HIV and AIDS, nutrition and fitness, and injury prevention with certification in first aid and CPR. Career preparation activities include career exploration, portfolio development, job shadowing, and community service.

This course fulfills the Health and Bioscience Academy recognition course.

□ **MEDICAL OCCUPATIONS (R.O.P.):** One year course; School site: Granada; Credit: 20; Two hours/day; Prerequisite for Internship: TB clearance, current immunization record, CPR training (Adult/Child/Infant) These prerequisites must be completed prior to the first day of school with the exception of the TB testing to be done in October; Community Classroom (unpaid internship – additional units may be earned); College Credit by Exam – LPC and Chabot College – CSU transferable elective. Open to Grades 11, 12.

Medical Occupations provides introduction and exploration into the medical field. Students are instructed with a focus on career areas such as medical assisting, emergency medicine, sports medicine, veterinary medicine, dental assisting/hygienist, geriatric assistant, pharmacy technician, physical therapy, surgical technician and nursing. After completion of the course, students are eligible to take the California certification exam for Medical Assistants and become a California Certified Medical Assistant—Administrative (CCMA-A). Students are placed in clinical internships at local medical facilities with teacher approval. *Work site facility health requirements include CPR, complete immunization records and TB clearance. Clinical internships require that students provide their own transportation. Student uniform required (navy blue polo and navy blue scrub pants/slacks). Identification badge and lanyard provided by Tri-Valley ROP. **This course is articulated with Las Positas College and each student may receive college credits with a grade of “B” or better for each semester.***

NOTE: Spring orientation is required to become enrolled in the program and must be attended by the student and parent(s).

□ **NURSING CAREERS (R.O.P.):** One year course; School site: Foothill; Credit: 20; Two hours/day; Prerequisite for Internship: TB clearance, immunization record, CPR training; Community Classroom (unpaid internship – additional

units may be earned); Alternative Grad. Credit: 10 Life Science (PUSD only); College Credit by Exam at Chabot College–CSU transferable elective. Open to Grades 11, 12.

An introduction to a career in the field of Nursing where overall job opportunities are expected to be excellent. Studies include a basic understanding of the systems of the body with associated medical terminology and diseases, basic patient care, taking vital signs, charting, medical ethics as well as understanding patient privacy laws. Learn about the various nursing specialties while studying the care of patients and the role nurses provide in a variety of healthcare settings. Activities include internships at local hospitals, clinics and physician offices. *Work site facility health care prerequisites include CPR, immunization records and TB clearance for clinical internships. Clinical internships require that students provide their own transportation and be available 1:00 – 3:00 p.m. or 3:00 - 5:00 p.m. during the weekdays for community classroom/internship scheduling. This course is articulated with Las Positas College and each student may receive college credits with a grade of “B” or better for each semester. (This course can fulfill the Health and Bioscience Academy recognition course.)*

NOTE: *Spring orientation is required to become enrolled in the program and must be attended by the student and parent(s).*

□ **SPORTS MEDICINE/ATHLETIC TRAINER (R.O.P.):** One year course; Amador; Credit: 10; One hour/day; Community Classroom Classroom (non-paid internship – 10 additional units may be earned); Open to Grades 11, 12. Sports medicine/athletic training is an exciting, growing field with employment opportunities in athletic training, sports medicine, and physical therapy aide. Units include anatomy and physiology, medical terminology, Kinesiology (*interrelationship of the physiological processes and anatomy of the human body with respect to movement*), classification, assessment and prevention of injuries, modalities and procedures, rehabilitation, nutrition, pharmacology, safety factors related to sports medicine and training room procedures. Additional supervised work-based learning is required outside of the classroom. **(This course can fulfill the Health and Bioscience Academy recognition course.)** This course fulfills UC/CSU “g” elective.

Hospitality, Tourism and Recreation

□ **CATERING:** One year course; Open to grades 10, 11, 12. 2.5 units DVC credit available with a grade of B or better in the course and on the final exam. Attendance at DVC is not necessary this elective credit may be transferable to other universities. Students enrolled at DVC in the Culinary program will bypass CULN 105 and CULN 153. In this foods class, students will operate an on campus business, Amador Valley Catering Co. Students will utilize food preparation techniques while exploring speed and quantity food preparation skills. All aspects of setting up and operating a catering company, including advertising, promotion, long-range planning, and accounting will be covered. There will be an emphasis on developing teamwork, leadership skills, creativity, and professionalism. This is a course for students interested in the culinary arts and hospitality industry (caterer, chef, sports nutrition, food writer, restaurant/hotel manager, baker, health inspector, food service director, food technologist, etc.) as well for students who want to explore the realities of small business ownership. Catering is taught in a new foods classroom complete with a restaurant kitchen. **(This course can fulfill the Culinary Arts Academy recognition course.)**

□ **CULINARY SKILLS (formally Foods 1-2):** One year course; Open to Grades 9, 10, 11, 12. Culinary skills is a cooking class appropriate for students with all levels of experience in the kitchen. Students prepare their all-time favorites and have opportunities to alter recipes. New foods and flavor combinations are discovered as students learn the science behind the process and ingredients. Nutrition is emphasized as students learn how to prepare any food to be healthy and delicious at the same time. All categories of foods are prepared. Examples are baked goods, breakfast foods, homemade soups, chili, cakes, pies, ethnic foods, barbecue, soft pretzels, Chinese chicken salad, stir-fry, pizza, and microwave apple crisp. Instruction in a recently remodeled kitchen focuses on equipment use, safety, and professionalism. Students work with partners and in small groups to prepare and enjoy food several times every week.

□: **CULINARY ARTS (formally Foods 101-102)** One year course; Open to Grades 11, 12. This is a foods class for students who need to survive on their own. Cooking with limited time and money and cooking with recipes designed to impress your roommates and guests will be emphasized. You’ll learn to outfit your kitchen, use convenience products wisely and be smart about nutrition. You will also have the opportunity to expand your horizons by traveling the world in this course, learning about different cultures and cuisines. Learn to prepare foods

from your favorite countries along with American food. Cooking will include brunches, BBQ, party foods, fancy desserts, cashew chicken, enchiladas, fresh pasta and pizza, etc., as well as some new foods too.

Manufacturing and Product Development

- **VISUAL COMMUNICATIONS (Print Graphics) (R.O.P.):** (See Arts, Media and Entertainment)

Marketing, Sales and Service

- **COSMETOLOGY (R.O.P.):** One and one-half year course; School site: Dublin Beauty College; Credit: 45; 3.5 hours/day and 8 hours/Saturday (includes summer vacation, holidays for a total of 1600 hours); Maximum enrollment varies. Open to Grades 12.

Recommend: *Summer start in junior year. Cost of completing the program will be the responsibility of the student upon high school graduation.*

Early graduate: Tri-Valley ROP may fund students with documented financial hardship through the end of the 2011-12 school year if funding is available. Positive attendance must be demonstrated for consideration.

Students learn the care and beautification of the hair, complexion, and hands. Instruction includes training in giving shampoos, rinses and scalp treatments, hair styling, setting, cutting, tinting, bleaching and permanent waving, as well as all the individual skills learned in the Manicuring class. The anatomy of beauty culture is taught and customer relations are emphasized. Instruction is designed to qualify pupils for the California State licensing examination for Cosmetology.* Tri-Valley ROP offers this class through Dublin Beauty College, a private institution. Equipment fees and uniform are required. *NOTE: A student must be 17 years of age to take the California State examination and be licensed. Saturday class attendance is required. ***Pre-screening is required.***

- **MARKETING (R.O.P.):** One year course; School site: Amador, Foothill; Credit: 10 (up to 30 with Co-op*); Co-op: 10-15 hours/week; One hour/day; College Credit by Exam at Las Positas. Open to grades 11, 12.

Learn about the field of marketing and the vast career opportunities within this industry. Explore areas such as market research, product development, pricing, promotion, distribution, personal selling, visual merchandising, presentation and project management through a variety of hands-on projects. Bring your ideas and creativity! Students receive training in constructing resumes, employment applications, cover letters and references, in addition to interviewing skills. Students will complete a career portfolio to prepare for entry into the job market with a competitive edge. Marketing concepts and leadership skills are reinforced through co-curricular participation in the Career and Technical Student Organization, DECA**. DECA is an integral component to this program and provides additional focus for developing written and oral presentation skills, as well as leadership, social and professional skills that will build self-confidence for college and career success.

This course is articulated with Las Positas College and each student may receive college credits with a grade of "B" or better for each semester or trimester.

- **SPORTS AND ENTERTAINMENT MARKETING (R.O.P.):** One year course; School site: Amador; Credit: 10 (up to 30 with Co-op*); Co-op: 10-15 hours/week; One hour/day. Open to grades 11, 12.

Learn what it takes to have a career in sports and entertainment marketing. Learn and understand marketing concepts and strategies focused on sports and entertainment; discover the elements of professional, college and amateur sports and the related sports products; plan and utilize marketing research; develop promotion and marketing materials for sports and entertainment events; and improve leadership skills through co-curricular participation in the Career and Technical Student Organization, DECA**. Students have the opportunity for internships with professional sports and entertainment organizations. DECA is an integral component to this program and provides additional focus for developing written and oral presentation skills, as well as leadership, social and professional skills that will build self-confidence for college and career success.

**Marketing & Sports and Entertainment Marketing are cooperative (co-op) work-based learning classes, in which the curriculum is directly associated with on-the-job experience. Students receive variable co-op credits based on the number of "on-the-job" hours worked. Students are encouraged to work 10-15 hours per week at teacher approved sites in the Tri-Valley geographical area with their current job, or employment leads and guidance will be provided. Students can earn 1 credit for every 18 hours they work, up to 10 credits per semester. A job is required for earning the additional credits, and students must provide their own transportation.*

***DECA, www.deca.org, prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management. DECA offers the opportunity for students to participate in competitive events throughout the year, in a variety of locations at local, state and international levels. Students will also have the opportunity to receive recognition, awards and scholarships. DECA is endorsed by the United States Department of Education and the California Department of Education.*

Public Service

□ **CRIMINAL JUSTICE AND CRIME SCENE INVESTIGATION (R.O.P.):** One year course; School site: Amador, Foothill; Credit: 10; One hour/day; College Credit by Exam at Las Positas. Open to Grades 11, 12.

This course of instruction will provide students with a strong overview of Law Enforcement as a career. The student will obtain a general understanding of the Criminal Justice System and the many career opportunities available, including but not limited to Police Officer, Lawyers, and Correctional Personnel. They will gain an understanding of the importance of evidence for Crime Scene Investigation and how evidence is used in the Criminal Justice System. Both objectives will be tied together using mock crime scenes for evidence gathering and analysis, mock trials, and other practical exercises. An emphasis is placed on presenting information in a clear, concise manner, both verbally and in writing. By becoming proficient in the skills taught in this course, students will have the ability to both decide if Law Enforcement is the career for them and help them obtain employment. **This course is articulated with Las Positas College and each student may receive college credits with a grade of "B" or better for each semester or trimester. (This course can fulfill the Public & Human Services Academy recognition course.)**

Transportation Technology

□ **AUTO COLLISION REPAIR AND REFINISHING I (R.O.P.):** One year course; School site: Livermore; Credit: 20; Two hours/day (2:00 - 4:00p.m.). Open to Grades 11, 12.

This program is being reorganized with the addition of a new water-based paint booth. Examine the world of auto collision repair and refinishing and learn industry skills necessary to for a successful career in the field. Learn to rebuild and repaint auto bodies, replace panels, apply paint to new parts, and detail cars. Identify auto body damage and the relationship to cost estimation. Material/Lab fee charges may apply for cost of items taken home, such as items fabricated by students, or for replacement of lost items assigned to a student.

□ **AUTO COLLISION REPAIR AND REFINISHING II (R.O.P.):** One year course; School site: Livermore; Credit: 20; Two hours/day (2:00 - 4:00p.m.). Prerequisite: Auto Collision Repair and Refinishing I. Open to Grade 12.

This program is being reorganized with the addition of a new water-based paint booth. Study advanced topics and projects in auto collision repair and refinishing, such as skills required for color matching to industry specifications. Acquire proficiencies in shop management, team leadership, and business principles. Material/Lab fee charges may apply for cost of items taken home, such as items fabricated by students, or for replacement of lost items assigned to a student.

□ **AUTO MACHINIST (R.O.P.):** One year course; School site: Dublin; Credit: 20; Two hours/day; College Credit by Exam at Las Positas. Open to Grades 11, 12. Recommendation: Completion of Small Engines/Motorcycle Technology.

This course provides an exciting learning experience where the majority of the course is spent in the automotive lab performing hands-on activities. Students will understand and practice general automotive system repair skills, such

as brakes, drum and rotor machining, tire replacement and balancing, oil changes, and more. This course also focuses on understanding and applying engine rebuilding skills. Students use twenty V-8 engines to disassemble and reassemble while performing many precise procedures including cylinder boring and honing, valve grinding and cylinder head service, and measuring and inspection of parts. All engines are run after ignition, fuel, and starting systems are installed. Students will practice welding metal and using many other types of common shop equipment. Students will use practical math and writing skills that are essential to everyday life. Students may work on their own or family automobile with approval of instructor. **This course is articulated with Las Positas College and each student may receive college credits with a grade of "B" or better for both semesters of the 20 unit course.** Material/Lab fee charges may apply for cost of items taken home, such as items fabricated by students, or for replacement of lost items assigned to a student.

□ **AUTOMOTIVE SPECIALIST (R.O.P.):** One year course; School site: Livermore; Credit: 20; Two hours/day (1:05 – 3:05 p.m.); College Credit by Exam at Las Positas. Open to Grades 11, 12.

This course is hands-on course in automotive education. Learn employer desired shop practices and advanced automotive theory used in the industry. Students will learn automotive skills, safety, the use of service publications, and develop technical knowledge in all areas of the vehicle. Gain skills in tire repair, changing and high-speed tire balancing, brake and wheel bearing inspection; measuring and repairing, and front and four-wheel alignment. Additional units include lubrication, cooling, electrical, and ignition systems. The topics covered in more depth are steering and suspension, brakes, electrical, maintenance, engine diagnostics and repair, rear axle, automatic transmissions, and emission controls. Understand good business practices for the business owner, practice test preparation and procedures for Automotive Service Excellence (ASE) certification, and learn the benefits of gaining ASE certifications. Students may work on their own or family automobile with approval of instructor. **This course is articulated with Las Positas College and each student may receive college credits with a grade of "B" or better for all semesters.**

ENGLISH

All students are required to complete four (4) years of English for graduation. The courses below fulfill UC/CSU “b” requirement.

A recommendation for placement in the honors program freshman and sophomore years is based on the evaluation of the following: a completed application, test scores, GPA, writing sample, and honors placement test

□ **FRESHMAN ENGLISH:** One year course.

This course integrates the 9/10 California English-language arts standards of reading, writing, written and oral language conventions, and listening and speaking by focusing of literary texts and writing. Students study a variety of literary works: novels, plays, non-fiction, poetry, and short stories. Within the study of literature, students review basic skills and learn to write various modes of discourse including the autobiographical and expository essays. Speaking, the study of grammatical conventions, and sequential vocabulary development are an integral part of the course. Core works the freshman year are *Of Mice and Men*, *The Odyssey*, *The Tragedy of Romeo and Juliet*, and mythology.

□ **HONORS FRESHMAN ENGLISH:** One year course; Prerequisite: Honors criteria (above). Summer reading assignments are required.

Freshman English Honors is an enriched class for intellectually motivated students. We study the core and supplemental literary works with a heavy emphasis on writing about literature. This program is designed for those students who wish to seek a rigorous academic challenge.

□ **SOPHOMORE ENGLISH:** One year course.

This course integrates the 9/10 California English-language arts standards of reading, writing, written and oral language conventions, and listening and speaking by focusing on literary texts and writing. Students will explore literary works from varied authors from around the world. In addition to grammatical conventions, standard speaking skills and vocabulary development, writing skills and close reading skills are integral to this course. Students will study a variety of literary works: novels, plays, non-fiction, poetry, and short stories. Core works include Harper Lee’s *To Kill A Mockingbird* and William Shakespeare’s *The Tragedy of Julius Caesar*.

□ **HONORS SOPHOMORE ENGLISH:** One year course; Prerequisite: Honors criteria (above); Summer reading assignments are required.

Sophomore English Honors is an enriched class for intellectually inquisitive and motivated students. The literature and composition assignments in this class are more extensive and more frequent than those in Sophomore English.

□ **JUNIOR ENGLISH:** One year course.

This course integrates the 11/12 California English-language arts standards of reading, writing, written and oral language conventions, and listening and speaking by focusing of literary texts and writing. Students will explore American literary works from the Colonial period through modern times. Core works include F. Scott Fitzgerald’s *The Great Gatsby* and Arthur Miller’s *The Crucible*. More advanced writing skills are an emphasis in this course. Speaking, the study of grammatical conventions, and vocabulary development are also an integral part of the course.

□ **AP ENGLISH LANGUAGE AND COMPOSITION:** One year course; Recommendation: A or B in Honors Sophomore English recommended; Open to Grade 11.

AP English Language and Composition satisfies both high school English and university entrance requirements. The curriculum is based on national standards established by the College Board. Its purpose, as explained in the College Board guide, is to “enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate with mature readers.” A new emphasis, added by the College Board in 2007, is the informed use of research materials and the ability to synthesize appropriate material from a variety of sources. A survey of American literature, both fiction and non-fiction, provides the literary basis of the course. **Students are expected to take the AP exam in May.** Summer reading is required and tested.

Senior English Requirement

The option to choose senior level college prep English courses depends on the results of the Early Assessment Placement Test (EAP) that students take their junior year. This test alerts students that they may need to work on English Language Arts skills – reading and writing – in order to be ready for the demands of college. Students in this category will automatically be enrolled in Expository Reading and Writing. This course, designed by the California State University English Task Force, is an a-g approved course (i.e. satisfies four year college entrance requirements) and focuses on academic reading and writing.

Students who demonstrate early readiness based on this test will be enrolled in the course they choose (provided there is sufficient enrollment to staff the section.)

College prep (a – g approved) choices for the year are:

Advanced Composition/English Literature
Advanced Composition/ World Literature
AP English Literature and Composition
English Literature
Exploring Knowledge
Expository Reading and Writing (EAP)
Literature & the Dynamics of Social Justice
World Literature

Non-College Prep choices for the year are:

Technical English

□ **ADVANCED COMPOSITION/ENGLISH LITERATURE**: One year course.

Advanced Composition prepares students for college writing and is recommended for college bound students. Students will refine their skills in various modes of writing including persuasion, definition, analysis, comparison, contrast, and classification. Students will build skills in standard edited written English as well as vocabulary. The culminating project for this class is the required I-Search/research paper which incorporates extensive writing and research skills. The literature portion of the course will be an abbreviated version of the year long course. (See the “English Literature” description below.)

□ **ADVANCED COMPOSITION/WORLD LITERATURE**: One year course.

Advanced Composition prepares students for college writing and is recommended for college bound students. Students will refine their skills in various modes of writing including persuasion, definition, analysis, comparison, contrast, and classification. Students will build skills in standard edited written English as well as vocabulary. The culminating project for this class is the required I-Search/research paper which incorporates extensive writing and research skills. The literature portion of the course will be an abbreviated version of the year long course. (See the “World Literature” description below.)

□ **AP ENGLISH LITERATURE AND COMPOSITION**: One year course.

Advanced Placement English is a class in literary criticism which prepares students for the Advanced Placement Test in English Literature. This class is intended for students who demonstrate university-level reading and writing skills. The focus is on intensive, close reading of literature and on developing a critical vocabulary as students write analytical essays on a variety of literary forms. The curriculum is based on the national standard established by the College Board; the genres covered include tragedy, comedy, the short story, the novella, the novel, and many forms of poetry. Works include such classics as the Greek tragedian Sophocles’ Oedipus Cycle, Death of a Salesman, the great comedy Lysistrata, a modern novel, and much more. After taking the Advanced Placement test in May, students produce a work of fiction and a work of poetry. Summer reading is required and tested.

□ **ENGLISH LITERATURE:** One year course.

This class surveys the literature of Great Britain. It begins in the dark world of post-Roman Europe with the great epic Beowulf and its monster-fighting, dragon-slaying hero. The first semester then covers the legends of King Arthur and Chaucer's Medieval masterpiece The Canterbury Tales, with stories ranging from the noble romance of the knight to the ribald tale of the oft-married Wife of Bath. We conclude with the works of William Shakespeare. The second semester of English Literature adds information on the Renaissance, then moves on through the Enlightenment, with works including Swift's Gulliver's Travels. We then segue to study the Romantics, one of the greatest poetic movements in English history: thrill to the epic poems of Lord Byron and Percy Shelley; then shiver to the great novel Frankenstein, by Shelley's 18-year-old wife, Mary. The second semester concludes with an examination of utopian and dystopian ideas in novels such as A Brave New World, and a final survey of contemporary literature in the British Commonwealth.

□ **EXPLORING KNOWLEDGE 1 & 2:** One year course.

The course will examine the literature and philosophy of European and Asian cultures as we explore the intersection between ideas, literature and culture. The primary textbook is From Socrates to Sartre by T.Z. Levine, supplemented by World Philosophies, by Ninian Smart, with many readings in addition to and arising from the textbook, including novels such as Einstien's Dreams by Alan Lightman and The Plague, by Albert Camus. The first semester will focus on Western Philosophy and literature, with a survey of major western philosophers, supplemented by western literature. Some concepts of Asian thought will also be introduced. Supplemental literature will be added according to class needs. The second semester will more thoroughly explore themes of Asian philosophy, with readings in the Tao Te Ching, Chuang Tzu and other schools of thought, and the class will move on to contemporary points of view and current issues of thought and knowledge. There will be extensive reading in various genres, including literature, philosophy, the creative and fine arts, psychology, history, the sciences and mathematics and meta-physics. The course will emphasize frequent writing which will culminate in an extended paper exploring an issue of knowledge from a variety of perspectives. The course serves the traditional purpose of education in a democratic republic: students will develop their abilities to think critically, write and speak clearly and effectively and participate in reasoned discussion of knowledge and knowledge problems; students will show an understanding of the profound influence and importance of abstract concepts and be able to reason about and test claims to knowledge; students will demonstrate and respect pluralism in describing types of knowledge and in distinguishing between the sphere of knowledge and the sphere of belief.

□ **EXPOSITORY READING AND WRITING:** One year course.

This course is based on the California State University's *Twelfth Grade Expository Reading and Writing Course* and prepares students to meet college-level literacy and writing demands. Students will analyze diverse and challenging expository and argumentative texts on contemporary, controversial topics. Students will further develop close reading skills to examine the relationships between an author's purpose, rhetorical strategies, audience, and philosophical assumptions. In addition to readings from journals and other media, students will analyze and respond to full length texts each semester, including *Into the Wild* by John Krakauer.

Aligned with the Early Assessment Program of the California State University system, this year-long course requires students to participate not only in informal writing tasks but also to complete five to six timed writings, two to three major process writing projects and a research paper. Assessment is both oral and written.

□ **LITERATURE AND THE DYNAMICS OF SOCIAL JUSTICE:** One year course.

Social Justice is an interdisciplinary English class that draws from fields of psychology, history, literature, and the arts in an attempt to grapple with essential questions about intense human encounters, morals decision making and justice. The course is designed to emphasize civic education, and to promote the values and beliefs needed to build and sustain a democratic society. By studying historical and contemporary case studies surrounding oppression, collective violence, genocide, inequality and institutionalized discrimination, students make the essential connection between history and the moral choices that they are confronted with in today's world locally, nationally, and globally.

The course begins with an exploration of identity and membership in community that leads to the deep study of institutionalized racism and genocide. Students examine the psychological, political and economic roots of intolerance during times like the Holocaust and South Africa's apartheid, exploring how dominant institutions like government, science, education, and media, impact human behavior. The journey culminates with a study of transitional justice--the tool's communities use to repair and rebuild society after extreme human rights violations. This humanities course

includes extensive reading and analysis of non-fiction, substantial, recurrent practice in research, analytical, and reflective writing, and in-depth discussion to encourage a critical examination of human rights and behavior, responsibility and choice.

□ **TECHNICAL ENGLISH:** One year course.

Technical English is designed for students who will attend a vocational or Community college or enter the military or world of work immediately after graduating from high school. The class will focus on building fundamental skills of speaking, reading, and writing. Students will learn to tailor communication to formal and informal situations. General and specialized business and technical vocabularies will be developed as students learn the uses and abuses of English in the marketing and advertising fields. Development of critical and analytical thinking skills will be stressed in this course.

□ **WORLD LITERATURE:** One year course.

This first semester course brings you varied and exciting literature from around the globe as we journey from the Hebrew and Mesopotamian underworld to the yin and yang of Taoism. In World Literature One, we begin with the oldest epic in the world, Gilgamesh, and move on through ancient Hebrew and Islamic literature to the literature and philosophy of India and China. On the way, you'll meet a cast of characters ranging from Moses and David to the great Chinese philosopher Lao Tzu, who wrote the Tao Te Ching. We will read Gilgamesh; excerpts from the Old Testament; Islamic literature; Indian literature and the philosophy of yoga and Hinduism; and the classics of Asian literature and philosophy, including the Tao Te Ching and Analects, as well as readings in Buddhist literature and philosophy. This second semester course explores the literary heritage of classical Greece and Rome and then moves on to European literature. You'll be introduced to the great Greek philosophers, including Socrates and Plato, read the Roman epic the Aeneid, journey through Dante's hell and look at contemporary themes in European and world literature. Among other works, we may read excerpts of Homer's Iliad, the Apology of Socrates, excerpts from Plato's Republic and Aristotle's Nicomachean Ethics, Virgil's Aeneid, Dante's Inferno, and other classics.

Electives

□ **CREATIVE WRITING:** One semester class; Open to Grades 11, 12.

Joseph Campbell said the key to life is to "follow your bliss." For some of you that may actually mean writing, because a voice within you calls out to do it. If you are one of the students who relishes new English assignments so you can get pen to paper and create, this class is for you. Through a variety of teacher-directed and peer coaching activities, students will assess the literature of "real writers," explore avenues of technique to create their own works of fiction, nonfiction, drama, and poetry. **This course will be linked with psychology to create a yearlong course.** This course fulfills UC/CSU "g" elective.

□ **DEBATE 1-4:** One semester each; Open to Grades 9 (with teacher recommendation), 10, 11, 12. **Course may be repeated for credit.**

This course introduces the student to the skills of debate as a public speaking process. The student is expected to apply the fundamental processes of logic used in argumentation emphasizing factual analysis. She/he then is expected to use logic to participate in debates on an elementary level. The student will be directed to do basic exercises in logic, research, organization, and in the preparation of a prima facie debate case. The student is also encouraged to develop proficiency in analytical thinking. This course fulfills UC/CSU "g" elective.

□ **JOURNALISM 1-2:** One year class; Prerequisite: 2.0 Cumulative G.P.A., C or better in prior English course; Open to Grades 10, 11, 12. **Course may be repeated for credit.**

For first year students, this course is an introduction to newspaper publishing. Students will learn to interview for and write news, sports, profiles and feature articles. The law and ethics of print media will be covered as well. Students will continue to practice and improve upon skills through contributing to the publication of the *Amadon*, AVHS's award-winning newspaper. As students progress through the course, they will continue to learn about writing opinion articles, including editorials and entertainment reviews. Students can earn a positions on the editorial staff, including copy editor, page editor, and editor-in-chief. Writing assignments are frequent and regular. Meeting deadlines is a must. This course fulfills UC/CSU "g" elective.

□ **PUBLICATIONS - YEARBOOK:** One year course; Prerequisite: Applications are available in the spring and selected applicants will be contacted by the advisor for an interview. Incoming sophomores, juniors and seniors are encouraged to apply. Incoming freshmen interested in taking the course need to meet with the advisor prior to the beginning of the fall term. Enrollment allowed only with permission of instructor. All students enrolled in the class must have at least a cumulative 3.0 G.P.A. or by instructor approval; Recommendations: Keyboarding, familiarity with basic computer functions, and a desire to work hard and play hard; Open to Grades 9, 10, 11, 12. **Course may be repeated for credit.**

Publications Production produces the *Don Days* yearbook. The class is run like a small business and staff members, who are selected on the basis of an application and interview with the advisor, must demonstrate a high level of responsibility, maturity, and organization. Students will learn all facets of publishing, including reporting, writing, editing, photography, graphic design, layout, advertising, distribution, leadership skills and the importance of teamwork. This course fulfills UC/CSU “g” elective.

□ **SHELTERED ENGLISH:** One year class; Open to Grades 9, 10, 11, 12.

This course is designed for the beginning to advanced English language learner. This class integrates literature, writing, and numerous speaking opportunities with an emphasis on language acquisition. Language exercises, vocabulary, process writing and life skills are also taught. The course covers curriculum taught in regular classes at an adapted level. This course fulfills UC/CSU “b” requirement for a maximum of 10 credits.



MATHEMATICS

A total of twenty credits in mathematics is required for graduation. In addition, 10 credits must be earned in an Algebra course. A student may earn *five* credits from Computers. Note that two semesters of computers must be taken to earn five credits in mathematics. Students are placed in mathematics courses based upon: 1) grade in previous mathematics course, and 2) teacher recommendation, which considers *academic maturity, ability* and *readiness test results*.

Calculators are recommended tools for all math students. Graphing calculators are recommended for Intermediate Algebra and beyond. The Math Department uses Texas Instruments overhead projection calculators and recommends, for those students intending to purchase a TI graphing calculator, to select the TI-84 plus model. For Math I, II, first year Algebra and Geometry, a scientific calculator is adequate. For all courses in which graphing is a typical part of the daily tasks, students are encouraged to complete assignments on graphing paper. For information about the Math Department and teachers, visit our Math website.

Math 1 and the Math 1-4 Sequence: The Math 1-4 course sequence is a four-year math program which presents the principles and concepts of three years of college preparation math content (algebra 1, geometry, and intermediate algebra) in four years, instead of three. Satisfactory completion of each of the courses in the Math 1 – 4 sequence satisfies the UC and CSU Intermediate Algebra level math entrance requirement for entering freshman.

This is a college-prep program! Many high schools use this program in its typical three-year format as their only Algebra/Geometry/Intermediate Algebra offering. Stretching the three-year program over four years allows more time for concept mastery than the typically paced Algebra/Geometry/Intermediate Algebra sequence. It keeps students in math for four years and prepares them to take the SAT exam and entrance level math exams for colleges.

There is no perfect match in any “drop back” course enrollment change, making it even more important that placement recommendations be carefully considered and be appropriate for each student’s skill and readiness levels.

□ **ALGEBRA ESSENTIALS:** One year course; Open To Grades 11 and 12.

Algebra Essentials is designed for 11th and 12th graders who need to satisfy the algebra requirement for graduation. The curriculum for Algebra Essentials addresses all California Algebra 1 Content Standards, with emphasis on those standards identified as essential. Topics for Algebra Essentials include exploring and communicating mathematics, identifying relations and functions, solving linear and quadratic equations, solving linear systems of equations, exploring graphical relationships, solving linear inequalities both algebraically and graphically, performing operations with polynomials, and manipulating rational expressions. This class meets the algebra graduation requirement. It is a non-college prep course.

□ **GEOMETRY :** One year course; Prerequisite: Grade of C or higher in Algebra or Algebra 1B; Recommendation: Score of 3 or higher on state math standards test (STAR test).

This is an integrated course in plane, solid, and coordinate geometry. Students explore the formal deductive mathematical system using fundamental concepts of mathematical logic. The concepts of mathematical proof, as well as deductive and inductive thinking, are emphasized as they apply to geometry. The course includes study of proof, logic, angles, circles, perimeter, area, volume, perpendicular and parallel properties, congruence, polygons, similarity, right triangles and geometric probability. This course fulfills UC/CSU “c” requirement.

□ **HONORS GEOMETRY:** One year course; Prerequisite: Grade of A in Algebra or eighth grade equivalent; Instructor recommendation and application are required.

This is a course for the talented mathematics student. This is an integrated course in plane, solid, and coordinate geometry. Students explore the formal deductive mathematical system using fundamental concepts of mathematical

logic. The concepts of mathematical proof, as well as deductive and inductive thinking, are emphasized as they apply to geometry. The course includes study of proof, logic, angles, circles, perimeter, area, volume, perpendicular and parallel properties, congruence, polygons, similarity, right triangles and geometric probability. Honors-level enrichment topics are studied as well. Continuation in this course at semester is recommended for those with a grade of B or better. This course fulfills UC/CSU “c” requirement.

□ **INTERMEDIATE ALGEBRA:** One year course; Prerequisite: Grade C or higher in Geometry; Recommendation: Score of 20 or higher on MDTP’s Math Analysis Readiness Test.

This second-year algebra course is a further exploration of the real number system with extension into the complex numbers. Students analyze and formulate appropriate solutions, manipulate algebraic expressions to put them into more useful forms, extend the use of trigonometry to the laws of sines and cosines, connect right triangle definitions with trigonometric functions and further develop the ability to construct convincing arguments and to support or prove assertions. Topics include linear, and quadratic functions, inequalities, logarithms and exponents, equations in more than one variable, conic sections, probability, and sequence and series. A scientific calculator is required. A graphing calculator is used intermittently throughout the curriculum. This course fulfills UC/CSU “c” requirement.

□ **HONORS INTERMEDIATE ALGEBRA:** One year course; Prerequisite: Grades of A in Algebra (both semesters) and A in Geometry (or B in Honors Geometry) with instructor recommendation and application are required.

This is a course for Intermediate Algebra students who have demonstrated both talent and expertise in previous levels of mathematics. The class uses a combination of group and individual work styles to complete a variety of tasks. Honors-level enrichment topics are studied along with the regular Intermediate Algebra curriculum. Calculators, group tasks and writing assignments are used throughout the course to assist and demonstrate concept mastery. Continuation in this course at semester is recommended for those with a grade of B or better. This course fulfills UC/CSU “c” requirement.

□ **PRE-CALCULUS:** One year course; Prerequisite: Juniors and seniors who have completed Intermediate Algebra or Math 4 with C or higher. Concurrent enrollment in Physics is highly recommended.

Pre-calculus is a year long course that covers basic topics in trigonometry and descriptive statistics, as well as reinforcing and extending the studies of exponents and logarithms, functions and functional concepts, and matrices. This course incorporates all mathematics content standards for Trigonometry and Mathematical Analysis as noted in the Mathematics Framework for California Public Schools. Students will engage in a variety of hands-on activities to create or test mathematical models and will use technological tools to gather, organize, analyze data from and report about their investigations. Students achieving a grade of “B” or better in this course qualify for enrollment in AP Calculus. This course fulfills UC/CSU “c” requirement.

□ **HONORS PRE-CALCULUS:** One year course; Prerequisite: Completion of Algebra, Geometry, and Intermediate Algebra with C or higher. Concurrent enrollment in Physics is highly recommended. Recommendation: Score of 4 or higher on state math standards test (STAR test).

This fast-paced course covers topics in pre-calculus preparation including trigonometry, introduction to limits and derivatives, graphical analysis, iteration probability, matrices, linear programming, polar, parametric, logarithmic and other transcendental functions. The course emphasizes integration of multiple mathematical concepts in pre-calculus applications as well as mastery of solution techniques appropriate to these topics. The use of a graphing calculator in a variety of activities is required. This course fulfills UC/CSU “c” requirement. This is the only honors math class offered by AVHS that colleges weight the grade upon application.

□ **MATH ANALYSIS:** One year course; Prerequisite: Seniors who have completed pre-calculus with a grade of C or better.

This course covers two sets of math topics. One semester provides a basic introduction to Differential and Integral Calculus. This section of the course deals with continuity, Rates of Change, Limits, Techniques of Differentiation, fundamental Theorem of Calculus, and Applications of Integration. The other semester presents various “Real World” applications of mathematics: Management Science (Networks and Circuits, Task Scheduling, Critical Path Analysis), Game Theory, Fair Division of Assets, Political Apportionment, Time Value of Money and its applications to Investing and Borrowing and Decision Analysis (including Probability and Expected Value). This course fulfills CSU/UC “c” requirement.

□ **AP CALCULUS AB:** One year course; Prerequisite: Completion of Pre-Calculus with grade of A or B, or Honors Pre-Calculus with a grade of C or higher. Completion of or concurrent enrollment in Physics or AP Physics is highly recommended. Recommendation of instructor is highly advised.

Course includes differential and integral calculus and is designed for students with a variety of academic interests. This class is equivalent to ONE semester of college level calculus. **The year will culminate with the AP Calculus AB Exam given in May.** This course fulfills UC/CSU “c” requirement.

□ **AP CALCULUS BC:** One year course; Prerequisite: Completion of Honors Pre-Calculus with grade of A or B. Completion of or concurrent enrollment in Physics or AP Physics is highly recommended. Recommendation of instructor is highly advised.

Course includes differential and integral calculus as well as the study of infinite series. This course has much more content than the Calculus AB course and is designed for those planning math, science, or engineering careers. This class is equivalent to TWO semesters of college level calculus. **The year will culminate with the AP Calculus BC Exam given in May.** This course fulfills UC/CSU “c” requirement.

□ **AP STATISTICS:** One year; Prerequisite: Completion of Intermediate Algebra with a minimum grade of B or completion of Pre-Calculus with a minimum grade of C and both with the recommendation of current math teacher.

AP Statistics is designed for college bound students who have completed Intermediate Algebra. This course is intended to explain the uses of statistics and its role in processing information contained in reports, scientific journals, political coverage, experiments, and even the daily newspaper. Students will be encouraged to use technology to relieve the drudgery of formula crunching, and in its stead will spend more time selecting the proper test model, describing and interpreting data, and displaying the results. Course scope and sequence will prepare students for the AP exam. **The year will culminate with the AP Statistics Exam given in May.** This course fulfills UC/CSU “c” requirement.

□ **MULTIVARIABLE CALCULUS:** One year course; Prerequisite: Completion of Calculus BC with grade of C or higher or teacher recommendation.

This course is intended for those who intend to go on to pursue a degree in mathematics or engineering. It is meant to deepen a student’s understanding of calculus concepts and have them be able to apply this knowledge to functions of multiple variables. Since there is no AP exam for the class, it is recommended students who enroll should attempt to earn credit by examination through the college they decide to attend.

Topics include: vector valued functions, functions of several variables, partial differentiation, multiple integration, change of variables theorem, scalar and vector fields, gradient, divergence, curl, line integral, surface integral, theorems of Green, Stokes and Gauss, and applications. This course fulfills UC/CSU “c” requirement.

□ **COMPUTER SCIENCE:** One year course; Prerequisite: Completion of Algebra with grade of C or higher. Open to Grades 9, 10, 11, 12.

This course includes basic computer terminology, principles of a computer language (Java) programming (including principles of flowcharting) of elementary business and mathematics problems such as arithmetic operations, square roots, algorithmic operations, sorting and merging, inventory, payroll, amortization and depreciation schedules, compound interest and other practical problems useful in business and mathematics course work. Note: Credit for the first semester of computers is elective and is not applied to math graduation requirement. This course fulfills CSU/UC “g” elective.

□ **AP COMPUTER SCIENCE A:** One year course; Prerequisite of satisfactory completion of Computer Science with approval of instructor. Open to Grades 10, 11, 12.

This course is designed to prepare students to take the Advanced Placement Examination in Computer Science. The language of use will be Java. Programming style and structure are emphasized, dynamic data structures are more thoroughly explored and a programming case study is examined. **The year will culminate with the AP Computer Science Exam given in May.** This course fulfills UC/CSU “g” elective.

□ **PROBLEM SOLVING:** One year course; Prerequisite: Completion of Algebra or Math 1 with grade of C or higher. Open to Grades 11, 12.

Individual and small-group problem solving geared toward real life situations and nontraditional problems. Problem solving strategies include: draw a diagram, eliminate possibilities, make a systematic list, look for a pattern, guess and check, solve an easier related problem, subproblems, use manipulatives, work backward, act it out, unit analysis, use algebra, finite differences, and many others. Divergent thinking and effective communication skills, both oral and written, will be emphasized and enhanced. The class is designed to teach students to think more effectively and vastly increase their problem solving ability. This course fulfills CSU/UC “g” elective.

Math 1-2-3-4: Algebra/Geometry/Intermediate Algebra= Four Year Sequence

□ **MATH 1:** One year course.

This course provides extensive study of the fundamental concepts of algebra. Math I is the first course in a four course series. Successful completion of the Math 1 through Math 4 course series with a C or better is equivalent to completing the state standards for Algebra 1, Geometry, and Algebra 2. This course fulfills UC/CSU “c” requirement.

□ **MATH 2:** One year course; Prerequisite: Completion of Math 1, Algebra or Algebra 1B with a C or better.

This is an integrated course in plane, solid, and coordinate geometry. Math 2 is the second course in a four course series. Successful completion of the Math 1 through Math 4 course series with a C or better is equivalent to the state standards for Algebra 1, Geometry, and Algebra 2. This course fulfills UC/CSU “c” requirement.

□ **MATH 3:** One year course; Prerequisite: Completion of Math 2 with a C or better.

Course topics include linear, and quadratic functions, inequalities, logarithms and exponents, equations in more than one variable, conic sections, probability, matrices, and sequence and series. A graphing calculator is required. A graphing calculator is used intermittently throughout the curriculum. Math 3 is the third course in a four course series. Successful completion of the Math 1 through Math 4 course series with a C or better is equivalent to completing the state standards for Algebra 1, Geometry, and Algebra 2. This course fulfills UC/CSU “c” requirement.

□ **MATH 4:** One year course; Prerequisite: Completion of Math 3 with a C or better.

Math 4 is the fourth course in a four course series. Successful completion of the Math 1 through Math 4 course series with a C or better is equivalent to completing the state standards for Algebra 1, Geometry, and Algebra 2. This course fulfills UC/CSU “c” requirement.

PHYSICAL EDUCATION

Students are required to satisfactorily complete four semesters of physical education, including two semesters in the freshman year. Students may purchase purple mesh shorts and a plain white or gray t-shirt from PTSA or from a store of their choice. Appropriate socks, shoes and undergarments must be worn with their uniform. For reasons of safety, participation is not allowed without a proper uniform. Sweat clothes are optional and may be worn over the required uniform. All physical education courses are co-educational.

□ **PE COURSE 1 - FRESHMEN:** One year course; **Meets mandatory PE and graduation requirements for all 9th graders.**

This course is designed to give students the opportunity to learn through a comprehensive, sequentially-planned kinesiology and physical education program in accordance with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement. Units of instruction include introduction to advanced kinesiology and physical education principles, fitness (including fitness technology), aquatics, rhythms, dance, and individual and dual activities. **The FITNESSGRAM test will be administered to all students during the spring quarter.**

□ **PE COURSE 2 - ATHLETIC PHYSICAL EDUCATION:** One year course; Prerequisite: PE Course 1; Open to Grades 10, 11, 12; Requires department approval. **Meets PE graduation requirements. Course may be repeated for credit.**

This course is designed to give students the opportunity to learn through a comprehensive, sequentially-planned kinesiology and physical education program in accordance with the California Model Content Standards for Physical Education. Students will continue to be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. This course will build upon the skills gained from PE Course 1. Emphasis is placed on students analyzing skills for effective movement. Students will be grouped together based on their participation in an interscholastic sport. Units of instruction include team sports, weight training, conditioning, introduction to advanced kinesiology and physical education principles, fitness (including fitness technology), gymnastics/tumbling, aquatics, and combatives.

□ **PE COURSE 2 - LIFETIME FITNESS:** One year course; Prerequisite: PE Course 1; Open to Grades 10, 11, 12. **Meets PE graduation requirements. Course may be repeated for credit.**

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned kinesiology and physical education program in accordance with the California Model Content Standards for Physical Education. Students will continue to be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. This course will build upon the skills gained from PE Course 1. Emphasis is placed on students analyzing skills for effective movement. Units of instruction include: group fitness activities, introduction to advanced kinesiology and physical education principles, fitness (including fitness technology), team activities, nutrition, gymnastics/tumbling, aquatics and combatives.

□ **PE COURSE 2 - TEAM SPORTS:** One year course; Prerequisite: PE Course 1; Open to Grades 10, 11, 12. **Meets PE graduation requirements. Course may be repeated for credit.**

This course is designed to give students the opportunity to learn through a comprehensive, sequentially-planned kinesiology and physical education program in accordance with the California Model Content Standards for Physical Education. Students will continue to be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. This course will build upon the skills gained from PE Course 1. Emphasis is placed on students analyzing skills for effective movement. Units of instruction include team sports, introduction to advanced kinesiology and physical education principles, fitness (including fitness technology), gymnastics/tumbling, and combatives.

□ **PE COURSE 2 - WEIGHT TRAINING & CONDITIONING:** One year course; Prerequisite: PE Course 1; Open to Grades 10, 11, 12. **Meets PE graduation requirements. Course may be repeated for credit.**

This course is designed to give students the opportunity to learn through a comprehensive, sequentially-planned kinesiology and physical education program in accordance with the California Model Content Standards for Physical Education. Students will continue to be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. This course will build upon the skills gained from PE Course 1. Emphasis is placed on students analyzing skills for effective movement. Units of instruction include weight training and conditioning, introduction to advanced kinesiology and physical education principles, fitness (including fitness technology), gymnastics/tumbling, aquatics, and combatives.

□ **PE COURSE 3C - BOWLING:** One or two semester course; Open to Grades 11, 12; Prerequisite: Students must provide their own transportation to Granada Bowl; **Meets PE graduation requirements. Course may be repeated for credit.**

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned kinesiology and physical education program in accordance with the California Model Content Standards for Physical Education. This course will build upon standards in PE Course 1 and 2, and is designed as an elective PE class for students interested in the sport of bowling. Along with bowling, other units of study will include badminton and handball.

□ **DANCE:** One year course; Open to Grades 10, 11, 12. Prerequisite: PE Course 1; **This course meets PE graduation requirements. Dance may be repeated for credit.**

Students will refine their physical conditioning and control of movement while expressing themselves rhythmically to music. Students will also analyze the function of dance in past and present cultures throughout the world as well as study and demonstrate vocabulary and movement in the areas of ballet, jazz, tap, hip hop, lyrical, musical theatre and cultural/folk dance. No prerequisite required. **Students will have the option of receiving PE credits for grades 10-12 or VAPA credit for grades 9-12.**

SCIENCE

Life Science

□ **ANATOMY-PHYSIOLOGY**: One year course; Prerequisite: Completion of biology with a B or better. Open to Grades 10, 11, 12. Preference to seniors if over enrolled.

Students will study structure and chemical functions of the body and will be prepared for further work in fields related to health careers. Topics for study will include the major systems of the body with emphasis on skeletal, muscular and visceral systems. This is a rigorous course, and essentially will provide you with the owner's manual to yourself. Individual and laboratory work will be emphasized. This course fulfills UC/CSU "d" lab science requirement.

□ **BIOLOGICAL SCIENCE**: One year course; Open to Grades 12 & English language learner students with students with IEP's. This course deals with the study of life which would include: the cell, complex organisms, genetics, the human body, evolution, and ecological relationships. **This course does not fulfill CSU/UC "d" laboratory science requirement.**

□ **BIOLOGY**: One year course; Prerequisite: Completion of one year of algebra with a grade of C or better or teacher recommendation; Open to Grades 9, 10, 11, 12.

This is a first year course which introduces students to the study of life. Although a survey of the life sciences, the course will be approached with an emphasis on ecological relationships and concerns. Additionally, the processes of life science will be stressed over content alone. The first semester will include two major concepts: the biosphere as a whole, and how continuity in the biosphere is maintained through cells, reproduction, development, heredity and evolution. During the second semester, diversity of form and unity of function within the biosphere will be investigated while studying flora and fauna. The course includes critical biological issues, which profoundly affect the biosphere such as global warming, waste management and pollution. Students are expected to read at or above grade level and to be capable of independent as well as meaningful collaborative work. This course fulfills CSU/UC "d" laboratory science requirement.

□ **AP BIOLOGY**: One year course; Prerequisite: This course is designed to be taken by students who have successfully completed the first course in biology and a full year of chemistry with a grade of B or better, or approval by the instructor. Students interested in AP Biology will be encouraged but not required to take physics. There is a screening process for selection; Open to Grades 11, 12.

This course is designed to be equivalent to a college introductory biology course. This course will differ significantly from the first biology course with respect to the level of the textbook used, the range and depth of topics covered, the kind of laboratory work done by the students, and the time and effort required of the students. The text used will be the same as those used by college biology majors. The labs will be close to those done by college students. Successful completion of AP Biology will prepare the student to take the AP Biology exam in May and will better prepare the student for any college or university biology course. **The year will culminate with the AP Biology Exam given in May.** This course fulfills UC/CSU "d" lab science requirement.

□ **BIOTECHNOLOGY**: One year course; Prerequisite: Completion of Biology or Biological Science with a B or better and Chemistry with a C or better (or concurrent enrollment); Open to Grades 10, 11, 12.

Biotechnology is a lab-intensive course designed to combine molecular biology with practical applications. Students will be exposed to DNA fingerprinting, gene mapping, electrophoresis and DNA spooling, as well as activities that relate biotechnology to daily life. Students will also have the opportunity to address social and ethical issues surrounding biotechnology. This course offers the student an opportunity to experience the basics of microbiology, human genetics, biotechnology, and exploration of bioethical issues. This course will encourage students to take more science in high school. Students will learn valuable skills that are transferable to biotechnology related technical fields and/or college lab science jobs. This course fulfills UC/CSU "d" lab science requirement.

□ **BOTANY**: One year course, Prerequisite: Completion of one year of biology with a grade of C or better; Open to Grades 10, 11, 12.

Students will utilize sound scientific investigative techniques to study aspects of the botanical world. Individual and laboratory/field work will be emphasized as students explore plant anatomy and physiology, plant nutrition, plant genetics, plant reproduction and development, plant evolution, plant taxonomy, and plant ecology. This course fulfills UC/CSU “d” lab science requirement.

□ **ZOOLOGY**: One year course, Prerequisite: Completion of one year of biology with a grade of C or better or one year of biological science with a grade of B or better; Open to Grades 10, 11, 12.

Zoology will cover the Animal Kingdom, including the nine major phyla. This course will study phyla classification, ecology, environmental issues, behaviors, relationships, anatomy, and physiology of each animal phylum. The unity and diversity of animal life and the manner in which structure and function complement each other are basic themes. Zoology places a strong emphasis on comparative anatomy and dissection of preserved organisms as a part of the expected laboratory experiences. This course fulfills UC/CSU “d” lab science requirement.

Physical Science

□ **CHEMISTRY**: One year course; Prerequisite: Completion of one year of algebra with a grade of C or better; Open to Grades 9, 10, 11, 12.

Chemistry deals with the nature of materials in our world and how they change and combine. This course ties basic chemistry principles to contemporary societal and technological issues. Students will gain insight into the interdisciplinary and the thematic nature of chemistry. Topics include: the atomic model of matter; chemical reactions; chemical equilibrium; thermo chemistry, kinetics, stoichiometry, bonding and molecular structure. Laboratory experiments and demonstrations are used to introduce and support concepts. Mathematics processes, including basic algebra, are utilized throughout the course. Students should expect to spend time outside of class, especially in the areas of reading, problem solving, and preparation of lab reports. This course fulfills UC/CSU “d” lab physical science requirement.

□ **AP CHEMISTRY**: One year course; Prerequisite: Completion of chemistry with a grade of A or teacher approval. Advanced math (pre-calculus) and physics are recommended. Screening process for selection; Open to Grades 11, 12.

This is a college level course. It will be rigorous and careful preparation will be required. The course will extend and deepen those concepts developed in the first year chemistry class. **Successful completion of AP Chemistry will prepare you to take the AP Chemistry exam and/or will better prepare you for any college or university chemistry course.** This course fulfills UC/CSU “d” lab science requirement.

□ **CONCEPTUAL PHYSICS**: One year course; Prerequisite: Open to all grades but strongly recommended for 9th graders; Concurrent enrollment in Algebra 1B or higher.

This course is designed for Grade 9 students enrolled in algebra and who are interested in learning how science and math work together. Conceptual Physics will be laboratory based. It will provide a basic introduction to physics, melded in a way to stimulate student interest. It builds a conceptual base in physics concepts, which is then applied to astronomy. This course will provide ninth grade students a strong foundation for future work in other sciences such as biology and chemistry as well as reinforcement of the fundamentals of algebra. This course fulfills UC/CSU “d” lab physical science requirement.

□ **PHYSICAL SCIENCE**: One year course; Open to Grades 12, English Language Learners, and students with IEP’s. This course covers the three major areas of physical science: chemistry, physics, and earth science. Topics include properties of matter, atoms and molecules, chemical elements, chemical reactions, nuclear reactions, motion and force, work and energy, heat, light and sound, earth’s materials, weather, and astronomy. These areas require a limited amount of mathematics. Where possible, the concepts will be introduced or illustrated through lab experiment or demonstration. **This course does not fulfill UC/CSU “d” laboratory science requirement.**

□ **PHYSICS:** One year course; Prerequisite: Completion of Algebra and Geometry (or their equivalents) with grades of B or better. Concurrent enrollment in pre-calculus is ideal. (Completion of intermediate algebra or its equivalent is highly recommended.); Open to Grades 10, 11, 12.

Physics is concerned with describing the relationship between matter and energy. Topics include: motion and the relationship of force and motion; thermodynamics; wave behavior (light, sound, etc.); electric and magnetic concepts. This course fulfills UC/CSU “d” lab physical science requirement, and lab work will be the central focus of the course.

□ **AP PHYSICS C: MECHANICS** One year course; Prerequisite: Completion of Physics with a grade of “B” or better, Pre-Calculus and Physics completed and AP Calculus completed or taken concurrently. Preference will be given to seniors complying with all recommendations; Open to Grades 11, 12.

This is a college-level course. It will be rigorous (calculus based) and careful preparation will be required. The course will extend and deepen concepts developed in the first year physics class (First semester of AP Physics: mechanics; Second semester of AP Physics: electricity and magnetism). **Successful completion of AP Physics will prepare you to take the AP Physics C Exam and/or will better prepare you for any college or university physics course.** This course fulfills UC/CSU “d” lab science requirement.

R.O.P. Courses

□ **ENVIRONMENTAL SCIENCE (R.O.P.):** One year course; **Prerequisite: Algebra I or equivalent with "C" or better;** School site: Foothill, Dublin; Credit: 20; Two hours/day; Alternative Grad. Credit: 10 Life & 10 Physical Science; Open to Grades 11, 12.

Gain the knowledge and skills to understand cause and management of environmental problems. Learn basic laboratory and field techniques including specimen sampling and processing, site monitoring, documentation, inspection and emergency response. Become familiar with the Geographic Information Systems (GIS). Incorporate academic rigor with practical application by exploring the links between environment, politics, and economics. Gain a broad awareness of environmental science and technological career opportunities through involvement with local environmental businesses, educational research institutes, and national labs. Motivated students are encouraged to take part in job shadowing and additional outdoor activities. Successful students will lay the foundations for further environmental studies or continued preparation for technical environmental areas. **This course fulfills UC/CSU “g” elective science requirement (10 credits). Materials/Lab fees \$10.**

□ **AP ENVIRONMENTAL SCIENCE (R.O.P):** One year course; **Prerequisite: Geometry or Intermediate Algebra with a "B" or better;** School site: Foothill, Dublin; Credit: 20; Two hours/day; College Board Advanced Placement (or AP) approved for 10 credits. Open to Grades 11, 12.

In addition to the core requirements outlined for Environmental Science, AP Environmental Science students enrich their learning potential with job shadowing, internships, and career mentoring, in addition to the core requirements outlined above for Environmental Science. Units designed to provide students with an academic experience parallel to that of the college level, while promoting critical thinking skills involved in independent research studies. All AP students are expected to take the AP Environmental Science Exam. **This course meets the lab science requirement for U.C. and C.S.U.** This course fulfills UC/CSU “d” elective - lab science requirement (10 credits). **Materials/Lab fees \$10.**

SOCIAL STUDIES

The curriculum in social studies is designed to provide students with an understanding and appreciation of American history and government, awareness of the world in which we live, and an introduction to the concepts and skills used in the social studies disciplines. Improvement of reading and writing skills is stressed in all courses. Students with strong interest or talent in social studies are encouraged to choose among the many Honors and AP courses offered in the department. Criteria for placement in Honors and AP: Selection process may include test scores, G.P.A., summer reading, writing sample, teacher recommendation and completed application.

The following courses are required:

- 9th grade Global Studies (college prep or honors)
- 10th grade World History (college prep, honors or AP)
- 11th grade U.S. History (college prep or AP)
- 12th grade college prep Civics/Econ or AP U.S. Gov/AP Macro

□ **GLOBAL STUDIES:** One semester course; Open to Grade 9.

Emphasis is placed on the Unresolved Problems of the Modern World, i.e. Abuse of Human Rights, Global Threats, Poverty and Hunger, Issues facing Latin America, Destruction of Our Natural Resources. Geography is an integral part of each unit. This course fulfills UC/CSU “a” requirement.

□ **HONORS GLOBAL STUDIES:** One semester course; Enrollment by application; Open to Grade 9.

This one semester course follows the same curriculum outline as Global Studies, but is taught at a faster pace and will require students to examine unresolved problems in more depth. All students will be required to complete a term project to pass this course. This course fulfills UC/CSU “a” requirement.

□ **WORLD HISTORY 2/3:** One year course; Open to Grade 10.

This course examines the many turning points that shaped the Modern World from the late 18th Century to the present. The content areas will include a) Review of the Rise of Democracies; b) Nationalism; c) Imperialism/ Colonialism, i.e., India, and d) World War I. An emphasis will be placed on an integration of literature and geography in the curriculum. During the second semester, students will examine major turning points in the shaping of the modern world that occurred in the 20th century. The content areas will include a) totalitarianism in the modern world: Nazi Germany and Stalinist Russia, b) World War II: its causes and consequences, c) nationalism in the contemporary world. This course fulfills UC/CSU “a” requirement.

□ **HONORS WORLD HISTORY 2/3:** One year course; Open to Grade 10.

This year-long course covers themes and topics of World History 2-3 in more depth and detail. The emphasis of this class is designed to provide students with analytical skills and factual knowledge necessary to deal critically with problems in the time periods covered. The assignments in this class will be more demanding than World History 2-3. Successful completion of this class will help prepare students for AP U.S. History during the junior year. This course includes a required summer assignment that is due at the beginning of the school year. This course fulfills UC/CSU “a” requirement.

□ **AP WORLD HISTORY:** One year course; Open to Grade 10; recommended for students who received an A in Honors Global.

AP World History will focus more carefully on a variety of themes that collectively describe the human experience rather than focusing on formal political developments and wars above all. The class will work to develop critical thinking skills by focusing on the global processes that transpire throughout human history. Above all, AP World History will be global and not primarily Western. This course includes a required summer assignment that is due at the beginning of the school year. **The course will prepare students to pass the AP World History examination given in May.** This course fulfills UC/CSU “a” requirement.

□ **U.S. HISTORY:** One year course; Open to Grade 11.

U.S. History is a one year course that provides an overview of the main events of the 20th century United States history. The approach is designed to emphasize modern American history with a brief overview of colonialism to industrial America. Focus will be on political, social, economic, and cultural issues. The content areas will include a) a review of Pre-Industrial America; b) the Progressive Era of the Jazz Age/Roaring Twenties; c) the Great Depression; d) the Cold War Era/50's; e) the Civil Rights Movement; f) the 1960's and the 1970's; and g) the United States in recent times. **All students will be required to complete a Critical Thinking Paper in the second semester of the course as a requirement to pass the class.** This course fulfills UC/CSU "a" requirement.

□ **AP U.S. HISTORY:** One year course; Open to Grade 11.

The AP U.S. History course is a full year general survey of American History equivalent to a full year of an introductory course in history in college. The structure of this course will require extensive reading, stressing factual knowledge and critical analytic skills, both written and verbal. This can mean a chapter and test per week. Note-taking skills are most important. The curriculum includes the social, economic and political development of the United States from the colonial period to the present. There is a required summer reading assignment, as well as an extra novel to be read in December. This class is designed to meet the requirements for the Advance Placement exam for college credit as well as the U.S. History SAT II exam. **The year will culminate with the AP U.S. History exam given in May.** This course fulfills UC/CSU "a" requirement.

□ **ECONOMICS:** One semester course; Open to Grade 12. **(This is a graduation requirement.)**

Essentially a study of basic economic theory, this course includes a study of the laws of supply and demand, price, unions, government fiscal policies, money supply, banking, unemployment, inflation, stock market, and foreign trade. Students will be required to use a pocket calculator. **In addition, students will be required to complete twenty (20) hours of Service Learning by the end of their senior year as a requirement to graduate.** This course fulfills UC/CSU "g" elective.

□ **CIVICS:** One semester course; Open to Grade 12. **(This is a graduation requirement.)**

Civics is a one-semester survey course of American government. The emphasis of the course is: a) the Constitution and its beginnings; b) political parties and elections; c) federalism and the three branches of government; d) state and local government; e) individual rights; and f) civic virtue. **In addition, students will be required to complete twenty (20) hours of Service Learning by the end of their senior year as a requirement to graduate.** This course fulfills UC/CSU "a" requirement.

□ **AP U.S. GOVERNMENT AND POLITICS ("WE THE PEOPLE" EMPHASIS):** One semester course; Enrollment by application; Open to Grade 12.

The Advanced Placement U.S. Government and Politics course ("We the People" emphasis) is a one semester course designed for the highly motivated and orally proficient student who wishes to earn college credit in government through the Advanced Placement examination process. In addition, all students will participate in the "We the People", the citizen and the constitution competition, run by the Center for Civic Education. The students may compete on the District, Regional, State and National levels in this competition. This course involves both the study of general concepts used to interpret U.S. policies and analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs and ideas that make up the American political reality. **In addition, among other prerequisites, students will be required to complete twenty (20) hours of Service Learning either the summer before the class begins or during the fall semester. Students will also study basic economic theory including a study of the laws of supply and demand, price, unions, government fiscal policies, money supply, banking, unemployment, inflation, stock market, and foreign trade. The year will culminate with the AP exam given in May. (This course can fulfill the Public and Human Services Academy recognition course.)** This course fulfills UC/CSU "a" requirement.

□ **AP GOVERNMENT AND POLITICS/AP MACROECONOMICS:** One year course; Open to Grade 12.

The Advanced Placement Government and Politics and Advanced Placement Macroeconomics is a one-year course designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in economics. The class prepares students for an intermediate college course by making demands upon them equivalent to those made by a one-semester introductory college course in government and economics. The content of the Government and Politics course will focus on constitutional underpinnings, the mass

media, interest groups, elections, political behavior, civil rights, and the three branches of the federal government. The Macroeconomics concepts include supply and demand, macroeconomic measurements, Keynesian theories, money and banking, international trade. **In addition, all students will be required to complete 20 hours of Service Learning by the end of the school year. The course will culminate with the AP exams given in May.** This course is a one year requirement. If a student drops this class midyear the student will be responsible for completing both civics and economics in the second semester. This course fulfills UC/CSU “a” requirement.

□ **SHELTERED SOCIAL STUDIES:** One year course; Open to Grades 9, 10, 11, and 12.

Sheltered Global Studies: Open to Grade 9

Sheltered World History: Open to Grade 10

Sheltered U.S. History: Open to Grade 11

Sheltered Civics/Economics: Open to Grade 12

The objective of these classes for English learners is to provide “sheltered” instruction in English for the curriculum of each level of Social Studies. The courses use various methods to enhance the material with sheltering techniques such as visual cues, revision, and mapping. Another objective of these classes is to enhance English proficiency and fluency through listening, speaking, reading, and writing exercises which focus on Global Studies, World History, U.S. History, Civics, and Economics as the content. Only 1 year of Sheltered Social Studies fulfills the UC/CSU “a” U.S. History requirement.

Electives

□ **AP HUMAN GEOGRAPHY:** One year course; Open to Grades 11, 12.

The goal of this class is to prepare students who wish to complete the equivalent of an introductory college course in human geography through the Advanced Placement examination process. The focus of AP Human Geography is man’s imprint upon the physical landscape rather than the physical earth itself. Studies include urban and rural landscapes, cultural and religious geography, spatial aspects of politics and regional, national, and the global economy. Emphasis in class is placed on geographic models and patterns of global distribution. This course includes a required summer assignment that is due at the beginning of the school year. **The year will culminate with the AP Human Geography exam given in May.** This course fulfills UC/CSU “a” requirement.

□ **LAW AND SOCIETY:** One year course; Open to Grades 10,11, 12.

This course will introduce students to the legal system and will provide an historical and a comparative perspective of the law. Students will study the differences and importance of criminal, civil, and juvenile law. Legal ideas and the development of legal reasoning are emphasized. The course will also examine law and the Supreme Court as mechanisms for social change in the areas of civil rights and civil liberties. **(This course can fulfill the Public and Human Services Academy recognition course.)** This course fulfills UC/CSU “g” elective.

□ **PSYCHOLOGY:** One semester course; Open to Grades 11, 12.

This introductory course covers such topics as careers in psychology, learning and memory, child and adolescent development, structure of personality, social psychology, and aspects of abnormal behavior. Students are expected to actively participate in all class work. Students should expect to study college-level reading, vocabulary, and concepts. **This course will be linked with creative writing to create a yearlong course.** This course fulfills UC/CSU “g” elective.

□ **AP PSYCHOLOGY:** One year course; Open to Grades 11, 12.

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology including biological bases, sensation, perception, learning, cognition, motivation, emotion, developmental psychology, personality, intelligence, abnormal psychology and treatment modalities, stress and social psychology. Students will also learn about the methods psychologists use in their science and practice. This course includes a required summer assignment that is due at the beginning of the school year. **Successful completion of this course will prepare students to take the AP examination in Psychology in May.** This course fulfills UC/CSU “g” elective.

□ **SPECIAL TOPICS IN PSYCHOLOGY**: One year course; Prerequisite: AP Psychology; Open to Grade 12. Special Topics in Psychology is designed for the student who has completed AP Psychology and is interested in continuing his/her study of specialized disciplines such as social psychology, psychopathology and treatment, health psychology, and developmental psychology. Using the coursework in AP Psychology as a foundation, students will explore each of the selected disciplines in greater depth and with the opportunity for personal, social, and cultural applications. Additionally, each area will be examined from a neuroscience perspective, emphasizing the relationship between brain and behavior. The culminating activity of the course will be a comprehensive project demonstrating the student's ability to design, implement, and evaluate psychological research using sound scientific and psychological principles. This course fulfills UC/CSU "g" elective.

VISUAL & PERFORMING ARTS

Visual Arts

□ **AP ART HISTORY:** One year course; Prerequisite: None; Recommendation: College-level reading, writing, and research skills. Open to Grades 11, 12.

AP Art History is a chronological survey of architecture, painting, sculpture, and photography of the Western tradition, and selected works from a variety of non-Western cultures. Students will examine how issues such as politics, religion, gender, function, and ethnicity manifest themselves in the visual arts. It is important that students feel comfortable discussing these topics, as well as viewing representations of the human form, in an academic setting. Students will be expected to read, write and research at a college level. This course requires a high degree of commitment to academic work. The program is designed to meet college standards and will culminate with the AP Art History Exam given in May. **(This course can fulfill the Arts, Media and Entertainment Academy recognition course.)** This course fulfills UC/CSU “f” requirement.

□ **AP STUDIO ART—DRAWING:** One year course; Prerequisite: Art 2 or Drawing 2; Open to Grades 11,12.

Students in this class will develop a portfolio of 25 pieces of college-level artwork meeting the requirements for the AP Studio Art Drawing portfolio. The student electronically submits this portfolio for adjudication in May. Students must develop a portfolio that satisfies the AP requirements of Quality, Concentration (depth), and Breadth. Any type of two-dimensional artwork illustrating strong drawing skills may be included in the portfolio (drawings, sketches, paintings, etc.) All work must be completely original; plagiarism is not tolerated by the College Board (for example, art work made from copying someone else’s photography or characters is not acceptable). Students are expected to complete summer assignments and work several hours outside of the classroom each week. **A \$40 donation will help defray the cost of this program. (This course can fulfill the Arts, Media and Entertainment Academy recognition course.)** This course fulfills UC/CSU “f” requirement.

□ **AP STUDIO ART—2D DESIGN (PHOTOGRAPHY):** One year course; Prerequisite: Art 2 or Photography 2; Open to Grades 11,12.

Students in this class will develop a portfolio of 25 pieces of college-level artwork for the AP Studio Art 2D portfolio. The student electronically submits this portfolio for adjudication in May. Students must develop a portfolio that satisfies the AP requirements of Quality, Concentration (depth), and Breadth. In addition to photography students will also need to create artwork in other media to fulfill the portfolio’s Breadth requirement. Digital artwork is also acceptable in this course. All work must be completely original; plagiarism is not tolerated by the College Board (for example, artwork made from copying someone else’s photography or characters is not acceptable). Students are expected to complete summer assignments and work several hours outside of the classroom each week. **A \$40 donation will help defray the cost of this program. There may be a separate cost for additional materials consumed by students (i.e. film, paper, etc.) (This course can fulfill the Arts, Media and Entertainment Academy recognition course.)** This course fulfills UC/CSU “f” requirement.

□ **AP STUDIO ART—3D DESIGN (CERAMICS):** One year course; Prerequisite: Ceramics 2; Open to Grades 11,12.

Students in this class will develop a portfolio of 25 pieces of college-level artwork for the AP Studio Art 3D portfolio. The student submits this portfolio (consisting of slides of the artwork) for adjudication in May. Students must develop a portfolio that satisfies the AP requirements of Quality, Concentration (depth), and Breadth. There will be an emphasis on ceramic artwork in this course, however, students will need to create art work in different media (for example, wire, plaster, or cardboard) to fulfill the portfolio’s Breadth requirement. All work must be completely original; plagiarism is not tolerated by the College Board (for example, artwork made from copying someone else’s pieces or characters are not acceptable). Students are expected to complete summer assignments and work several hours outside of the classroom each week. **A \$40 donation will help defray the cost of this program. (This course can fulfill the Arts, Media and Entertainment Academy recognition course.)** This course fulfills UC/CSU “f” requirement.

□ **ART 1:** One year course; Open to Grades 9, 10, 11, 12.

This course is designed for the student interested in exploring all types of art making including drawing, painting, collage, and sculpture. Students will explore the basic art elements and important periods in the art history through fun and challenging studio projects. In addition to studio projects, students will discuss, read and write about various art topics. **A \$20 donation will help defray the cost of this program.** This course fulfills UC/CSU “f” requirement.

□ **ART 2:** One year course; Prerequisite: Art 1 or Drawing 1; Open to Grades 10, 11, 12.

This course is a continuation of Art 1 and is intended to help students begin building their Art portfolio. Students will begin an advanced study of drawing, painting, and design through exploring a variety of art media. Students will learn to develop their personal, artistic voice and style. This course is intended to prepare students to continue into Art 3 or AP Studio Art. **A class donation of \$25 will be collected for materials consumed.** This course fulfills the UC/CSU “f” requirement.

□ **ART 3:** One year course; Prerequisite: Art 2 or Drawing 3; Open to Grades 10, 11, 12f.

This course is an intermediary between Art 2 or Drawing 2 and AP Studio Art. This class is intended to provide an additional year of personal art exploration for those students preparing for AP Studio Art or submitting art portfolios to colleges. In addition to classroom projects the student also designs and creates their own projects to further develop their personal voice and style. **A class donation of \$25 will be collected for materials consumed.** This course fulfills the UC/CSU “f” requirement.

□ **CERAMICS 1:** One year course; Open to Grades 10, 11, 12.

This course will introduce students to the fundamentals of hand-built and wheel-thrown ceramics. Students will develop their technical skills through progressively challenging projects. Over the course of the year students will expand their understanding of the principles of design through sketching, journaling and clay work. In addition to studio projects, students will research, discuss, read and write about various art topics and periods in art history. **A \$40 donation will help defray the cost of this program.** This course fulfills UC/CSU “f” requirement.

□ **CERAMICS 2:** One year course; Prerequisite: Ceramics 1; Open to Grades 11, 12.

Students in Advanced Ceramics will deepen their knowledge of ceramics including wheel-throwing, hand-building and kiln-firing objects. Students will be required to demonstrate expertise and knowledge in either wheel-thrown or hand-built ceramics. Students will maintain a journal and sketchbook documenting their process. Students will also complete a research project. **A \$40 donation will help defray the cost of this program.** This course fulfills UC/CSU “f” requirement.

□ **CERAMICS 3:** One year course; Prerequisite: Ceramics 1 & 2; Open to Grades 11, 12

Ceramics 3 is an opportunity for students to continue exploring solving advanced problems dealing with clay both on the wheel and hand-built. Students will have independent projects dealing with form in space and how that form occupies a particular space. Students will explore a range of problems that deal with functional and non-functional work. Students will have to research several different artists from a range of time periods and styles. Students will explore alternative firing techniques and different ways to treat the surface of ceramics and will partake in all the responsibilities in maintaining the studio. **A \$40 donation will help defray the cost of this program.** This course fulfills UC/CSU “f” requirement.

□ **DIGITAL ARTS 1:** One year course; Open to Grades 9, 10, 11, 12.

Digital Arts 1, (Visual Design and Communications), is a year long course designed for students to learn the traditional elements of art and principles of design using digital tools and software. Students will be working with MAC computers and tablets, using Photoshop, Flash, Garageband, and other software to create amazing artwork. **A \$20 donation will help defray the cost of this program.** This course fulfills UC/CSU “f” requirement

□ **DRAWING 1:** One year course; Open to Grades 9, 10, 11, 12.

This course is designed for students interested in the skills used in realistic drawing. Students will use a wide variety of drawing media including pencil, charcoal, paint and pen & ink. Students will explore drawing topics such as shading, still life, perspective, color theory, observational drawing, and the human face & figure. Students will also have the opportunity to participate in the school’s third annual *Drawing Extravaganza*. **A \$20 donation will help defray the cost of this program.** This course fulfills UC/CSU “f” requirement.

□ **DRAWING 2:** One year course; Prerequisite: Drawing 1; Open to Grades 10, 11, 12.

This course is an extension of Drawing 1. In Drawing 2 students will study advanced concepts in realistic drawing, including shading, perspective, value, color theory and anatomy for artists. A class priority is observational drawing. Students will need to maintain a sketchbook. The teacher will emphasize the artistic process for developing more sophisticated paintings and artworks. As a result, during the second semester students will focus on acrylic painting, incorporating their drawing, shading and color theory skills in portfolio-worthy artworks. (Drawing 2 is excellent preparation for students interested in going on to Advanced Placement Studio Art) Students will have the opportunity to participate in the school's third annual *Drawing Extravaganza*. **A \$20 donation will help defray the cost of this program.** This course fulfills UC/CSU "f" requirement.

□ **PHOTOGRAPHY 1:** One year course; Open to Grades 9, 10, 11, 12.

This course is a hands on experience into the world of photography. The students will learn how to process their own film and create their own prints in our very own wet darkroom. Students will understand the benefits of successful composition and balance to optimize their photography skills. The goal is to push the students to develop their own sense of visual awareness and to be a more creative photographer. Some highlights of the course will be to work with local elementary schools, boosters, fieldtrips, contests and to create a portfolio that the student can be proud of. We will incorporate digital photography into the development as well. Students must provide their own 35 mm cameras. **A \$40 donation will help defray the cost of this program. There may be a separate cost for additional materials consumed by students (i.e. film, paper, etc.)** This course fulfills UC/CSU "f" requirement.

□ **PHOTOGRAPHY 2:** One year course; Prerequisite: Photography 1 with a grade of B or higher or instructor approval. Open to Grades 10, 11, 12.

This course is designed for the student interested in furthering his/her personal photographic vision. It will require a high degree of independent outside work as well as classroom lab time. A much greater emphasis will also be placed on developing computer skills necessary for image manipulation. Areas of study will include composite photography, still life arrangements, selective focus, extended time exposures, self-portraits, artificial light, and multiple exposures. **A \$25 donation will help defray the cost of this program. There may be a separate cost for additional materials consumed by students (i.e. film, paper, etc.)** This course fulfills UC/CSU "f" requirement.

□ **PHOTOGRAPHY 3:** One year course; Open to Grades 11 & 12.

This course is for the third year photography student, and will have collaboration with his or her own project ideas along with some assigned projects. This course is a hands on experience into the world of photography, the students will learn how to enhance their darkroom skills as well as advanced creative thinking for their photography shoots. Students will understand the benefits of successful composition and balance to optimize their photography skills. The goal is to push the students to develop their own sense of visual awareness and to be a more creative photographer. Some highlights of the course will be to work with local elementary schools, boosters, fieldtrips, and contests to create a portfolio that the student can be proud of. We will incorporate digital photography into the development as well. Students must provide their own 35 mm cameras. **A \$25 donation will help defray the cost of this program. There may be a separate cost for additional materials consumed by students (i.e. film, paper, etc.) (Pending UC Approval for UC/CSU "f" requirement)**

□ **VIDEO PRODUCTION 1:** One year course; Open to Grades 9,10,11,12.

This course covers basic digital video filming, and editing skills and concepts. Pre-production planning is emphasized and students will be producing scripts and storyboards for each project. No previous experience is required for this course. **A \$25 donation will help defray the cost of this program.** This course fulfills UC/CSU "f" requirement.

□ **VIDEO PRODUCTION 2:** One year course; Prerequisite: Video Production 1; Open to Grades 10, 11,12.

This course covers intermediate digital video filming and editing skills and concepts. Pre-production planning emphasized and students will be producing scripts and storyboards for each project. **A \$25 donation will help defray the cost of this program.** This course fulfills UC/CSU "f" requirement.

□ **VIDEO PRODUCTION 3:** One year course; Prerequisite Video Two; Open to grades 10, 11, 12. This is an advanced course for students who want to go deeper into video production. Students will use the skills and knowledge from video one and two in the production of a short film for the local film festival circuit and as a "reel" in their

professional portfolio. **A \$25 donation will help defray the cost of this program.** This course fulfills UC/CSU “f” requirement.

R.O.P. Courses

□ **VISUAL COMMUNICATIONS (Graphics) (R.O.P.)**: One year course; School site: Dublin; Two hours/day; Credit: 20; College Credit by Exam at LPC–CSU transferable elective. Fulfills U.C. “f” requirement. Open to Grades 11, 12. Visual Communications (Print Graphics) offers both a theoretical and applied academic foundation to graphic art and traditional art. This comprehensive program emphasizes the fundamentals of the elements of art and design. The ability to plan and create original works of art will be developed through research, analysis, and critique. Students will express their original creativity visually and develop and showcase their ability to communicate ideas through visual arts communications. Students will have the opportunity to design and produce projects for clients using computer graphic design software. A portfolio will be generated that can be used to demonstrate their abilities for college entrance or employment in the visual arts field. Employment opportunities include desktop publisher, graphic designers, and illustrators. **(This course can fulfill the Arts, Media and Entertainment Academy recognition course.)** This course fulfills UC/CSU “f” requirement.

Performing Arts

□ **CONCERT CHOIR**: One year course; Open to Grades 9, 10, 11, 12. **Course may be repeated for credit.** (Large Ensemble) Singers receive instruction in vocal technique, reading music and basic music theory. A variety of choral literature, music styles and periods, both sacred and secular, are presented. Students learn stylistic interpretation, as well as development of vocal and musical skills. Open to piano accompanists with audition. There will be several required performances that are part of the student’s grade. This course fulfills UC/CSU “f” requirement.

□ **TREBLE CHOIR**: One year course; Prerequisite: Concert Choir or have director’s permission. Open to female students in Grades 10, 11, 12. **Course may be repeated for credit.** Singers receive instruction in vocal technique, reading music and intermediate music theory. A variety of women’s choral literature, music styles and period, both sacred and secular, are presented. Students learn stylistic interpretation, as well as development of vocal and musical skills. Open to piano accompanists with audition. There will be several required performances that are part of the student’s grade. This course fulfills UC/CSU “f” requirement.

□ **CHAMBER CHOIR**: One year course; Prerequisite: Must pass vocal audition and music theory exam. Open to Grades 10, 11, 12. **Course may be repeated for credit.** Singers receive advanced instruction in vocal technique, reading music and advanced music theory. A variety of choral literature, music styles and period, both sacred and secular, are presented. Students learn stylistic interpretation, as well as development of vocal and musical skills. Open to piano accompanists with audition. Weekend tours may occur as well as clinics, music festivals, evening rehearsals and performances. Most performances are required and part of the student’s grade. **(This course can fulfill the Arts, Media and Entertainment Academy recognition course.)** This course fulfills UC/CSU “f” requirement.

□ **DANCE**: One year course; Open to Grades 9, 10, 11, 12. Students will refine their physical conditioning and control of movement while expressing themselves rhythmically to music. Students will also analyze the function of dance in past and present cultures throughout the world as well as study and demonstrate vocabulary and movement in the areas of ballet, jazz, tap, hip hop, lyrical, musical theatre and cultural/folk dance. No prerequisite required. This course fulfills UC/CSU “f” requirement. **Students will have the option of receiving PE credits for grades 10-12 or VAPA credit for grades 9-12.**

□ **DRAMA 1**: One year course; Open to Grades 9, 10, 11, 12. This performance-oriented class teaches beginning skills in movement, stage speech, playwriting and acting. Some of the first semester theatre units include writing and performing historical character monologues, researching and reporting on a stage actor, and writing a radio play using a Foley artist. During the second semester, the emphasis is on more sophisticated acting techniques, including stage combat, culminating in a full-fledged production of a one-act play. The students will have the opportunity to participate in both the performance and technical aspects of a

production. **Students are required to see one live theatre performance and write a production critique each semester.** This course fulfills UC/CSU “f” requirement.

□ **DRAMA 2:** One year course; Prerequisite: Drama 1-2 and instructor approval; Open to Grades 10, 11, 12. This is a performance-oriented class designed to allow the experienced performer to practice his/her skills with more complex acting styles and materials. This course teaches backstage and technical aspects of theatre, dialect work, comic theory, and full production preparation. First Semester, students work on writing and producing a performance piece or play for middle school students. Second semester, students will perform an abbreviated version of either *A Midsummer Night’s Dream*, *Romeo and Juliet*, *The Importance of Being Earnest* or *The Odyssey* for Amador English classes. **Students are required to complete 10 hours of outside rehearsal/performance per semester. Students will also need to see one live theatre performance and write a production critique each semester.** This course fulfills UC/CSU “f” requirement.

□ **ADVANCED DRAMA:** One year course; Prerequisite: Intermediate Drama and instructor approval; Open to Grades 11, 12. **Course may be repeated for credit.** This is an advanced performance and production-based class. All performances in the first semester, including the AIDS Benefit and Children’s Theatre, will be for the public. Students will learn Period Acting style, Musical Theatre Performance style, and University Audition style. Advanced students research theatre schools for continuing education opportunities. The Annual Amador Drama Awards in June is the final project. **Students are required to complete 10 hours of outside rehearsal/performance per semester. Students will also need to see one live theatre performance and write a production critique each semester. (This course can fulfill the Arts, Media and Entertainment Academy recognition course.)** This course fulfills UC/CSU “f” requirement.

□ **THEATRE PRODUCTION:** One year course; Open to Grades 9, 10, 11 12. **Course may be repeated for credit.** This is a stage production class where students learn to *design* and *build* sets, costumes, lights, and sound for the theatre. This is hands-on experience in all theatrical production elements, with much of the work being used for Amador Drama productions. **Students are required to complete 20 hours of outside technical production hours over the entire year. Students will also need to see one live theater performance and write a production critique each semester.** This course fulfills UC/CSU “f” requirement.

□ **MARCHING BAND/SYMPHONIC BAND:** One year course; Open to Grades 9, 10, 11, 12. **Course may be repeated for credit.** Instructor approval required and previous experience on a band instrument is preferred. **FIRST SEMESTER:** A performance-based class for wind/percussion student's which performs at school and community functions as well as at competitions and festivals through the first semester. Assessment is based on participation and improvement in class and at performances. After school practices and performances are requirements of this course. **P.E. credit is given in Fall of sophomore and junior year.** **SECOND SEMESTER:** A performance based class for wind and percussion students, this is an intermediate level ensemble which allows the developing musician the opportunity to build and strengthen individual and ensemble skills with a focus on the fundamentals of playing and reading music. A broad range of band literature is rehearsed and performed at concerts and festivals throughout the year to improve and prepare students for potential advancement in to the wind ensemble. Assessment is based on participation, performance and other means to demonstrate knowledge of material covered in the course. Attendance at all performances is required. *Under regular (normal) circumstances wind/percussion students will be concurrently enrolled in marching band and Symphonic Band. However, individual exceptions may be made for students with schedule conflicts, or other individual circumstances, which may make fulfilling this requirement unfeasible for the student.*

□ **MARCHING BAND/WIND ENSEMBLE:** One year course; Open to Grades 9, 10, 11, 12. **Course may be repeated for credit.** Instructor approval and an audition are required. **FIRST SEMESTER:** A performance-based class for wind/percussion student's which performs at school and community functions as well as at competitions and festivals through the first semester. Assessment is based on participation and improvement in class and at performances. After school practices and performances are requirements of this course. **P.E. credit is given in Fall of sophomore and junior year.** **SECOND SEMESTER:** A performance based class for wind and percussion students, this is an upper level ensemble that allows the experienced music student to maximize his/her capabilities on his/her given instrument. Advanced symphonic literature is rehearsed and performed at concerts and festivals throughout the semester. Assessment is

based on participation, performance and other means to demonstrate knowledge of material covered in the course. Attendance at all performances is required.

Under regular (normal) circumstances wind/percussion students will be concurrently enrolled in marching band and Wind Ensemble. However, individual exceptions may be made for students with schedule conflicts, or other individual circumstances, which may make fulfilling this requirement unfeasible for the student.

The following music courses meet the “f”, visual and performing arts, requirement for UCs and CSUs:

□ **SYMPHONIC BAND:** One year course; Open to Grades 9, 10, 11, 12. **Course may be repeated for credit.** Instructor approval required and previous experience on a band instrument is preferred.

FIRST SEMESTER: A performance-based class for wind/percussion student's which performs at school and community functions as well as at competitions and festivals through the first semester. Assessment is based on participation and improvement in class and at performances. After school practices and performances are requirements of this course.

SECOND SEMESTER: A performance based class for wind and percussion students, this is an intermediate level ensemble which allows the developing musician the opportunity to build and strengthen individual and ensemble skills with a focus on the fundamentals of playing and reading music. A broad range of band literature is rehearsed and performed at concerts and festivals throughout the year to improve and prepare students for potential advancement in to the wind ensemble. Assessment is based on participation, performance and other means to demonstrate knowledge of material covered in the course. Attendance at all performances is required.

Under regular (normal) circumstances wind/percussion students will be concurrently enrolled in marching band and Symphonic Band. However, individual exceptions may be made for students with schedule conflicts, or other individual circumstances, which may make fulfilling this requirement unfeasible for the student.

□ **WIND ENSEMBLE:** One year course; Open to Grades 9, 10, 11, 12. Course may be repeated for credit. Instructor approval and an audition are required.

FIRST SEMESTER: A performance-based class for wind/percussion student's which performs at school and community functions as well as at competitions and festivals through the first semester. Assessment is based on participation and improvement in class and at performances. After school practices and performances are requirements of this course.

SECOND SEMESTER: A performance based class for wind and percussion students, this is an upper level ensemble that allows the experienced music student to maximize his/her capabilities on his/her given instrument. Advanced symphonic literature is rehearsed and performed at concerts and festivals throughout the semester. Assessment is based on participation, performance and other means to demonstrate knowledge of material covered in the course. Attendance at all performances is required. **(This course can fulfill the Arts, Media and Entertainment Academy recognition course.)**

Under regular (normal) circumstances wind/percussion students will be concurrently enrolled in marching band and Wind Ensemble. However, individual exceptions may be made for students with schedule conflicts, or other individual circumstances, which may make fulfilling this requirement unfeasible for the student.

□ **JAZZ 1 (JAZZ BAND A):** One year course; Open to Grades 9, 10, 11, 12. Instructor approval and audition required. Course may be repeated for credit.

A performance based class for advanced students with experience on saxophone, trumpet, trombone, guitar, piano, percussion, drum set or bass. Knowledge of blues scales, all modes and major/minor scales is required. Students will learn improvisational techniques, rehearse and perform various advanced genres of big band jazz literature and be exposed to the historical contexts of jazz music and it's performers. The band performs at various concerts, festivals and community events throughout the year. Assessment is based on participation, performance and other means to demonstrate knowledge of material covered in the course. Attendance at all performances is required.

Under regular (normal) circumstances jazz band students will be concurrently enrolled in marching band and Symphonic Band or Wind Ensemble if the instrument they play is represented. However, individual exceptions may be made for students with schedule conflicts, or other individual circumstances, which may make fulfilling this requirement unfeasible for the student.

□ **JAZZ (JAZZ BAND B):** One year course; Open to Grades 9, 10, 11, 12. Instructor approval and audition required. Course may be repeated for credit.

A performance based class for intermediate students with experience on saxophone, trumpet, trombone, guitar, piano, percussion, drum set or bass. Students will learn improvisational techniques and basic music theory, rehearse and perform various genres of big band jazz literature and be exposed to the historical contexts of jazz music and its performers. The band performs at various concerts, festivals and community events throughout the year. Assessment is based on participation, performance and other means to demonstrate knowledge of material covered in the course. Attendance at all performances is required. *Under regular (normal) circumstances jazz band students will be concurrently enrolled in marching band and Symphonic Band or Wind Ensemble if the instrument they play is represented. However, individual exceptions may be made for students with schedule conflicts, or other individual circumstances, which may make fulfilling this requirement unfeasible for the student.*

□ **ORCHESTRA:** One year course; Open to Grades 9, 10, 11, 12. Course may be repeated for credit. A performance based class designed for students with experience on violin, viola, cello, bass, or piano. String and full orchestra literature from all major music periods will be rehearsed, analyzed, and performed. Music theory and music history are components of this class. The orchestra will perform at festivals, concerts, and community events throughout the year. Attendance at all performances is required. This course fulfills UC/CSU “f” requirement.

WORLD LANGUAGES

Freshmen students are placed in language classes based upon the grades received in eighth grade, previous language experience, and the recommendation of eighth grade teachers. The following criteria is recommended: 1) teacher recommendation (or equivalent exam), 2) a grade of C or higher in eighth grade English at the end of the first semester, and 3) an overall grade point average of 2.5 during the same period. Students should expect to spend adequate time in out-of-class preparation. Memorization of vocabulary is essential to success in language classes. A language lab is available to all language classes. All classes fulfill UC/CSU “c” requirements.

□ **AMERICAN SIGN LANGUAGE I:** One year course; Open to Grades 9, 10, 11, 12.

American Sign Language I includes the linguistic mastery of the fundamentals of ASL conversation and storytelling; emphasizing receptive skills (comprehension/understanding) and expressive skills (signing) language, correct use of the five parameters of ASL, and an introduction to the complex grammar and structure of ASL. Emersion and everyday communication is stressed. Students learn to exchange information, identify others, make requests and give opinions and directions. Topics center around personal information and the immediate environment. Introductions to the Deaf community, Deaf history and Deaf culture are made via academic instruction and outside community events (students are expected to attend said events and their own expense). Students must possess strong language/linguistic skills in order to hail a successful ASL experience. *If student is planning on applying to a private college, please verify that school will allow sign language to fulfill the foreign language requirement.*

□ **AMERICAN SIGN LANGUAGE II:** One year course; Prerequisite: ASL I completed with a grade of C or better and approval of instructor; Open to Grades 10, 11, 12.

This course is an intermediate level course in American Sign Language and Deaf Culture. . American Sign Language II expands on the linguistic mastery of the fundamentals of ASL emphasizing receptive skills (comprehension/understanding), expressive skills (signing), grammar, emersion, and basic storytelling. The goal for learners is to begin mastery in concepts that extend “beyond self.” Study in the Deaf community, Deaf history and Deaf culture are made via academic instruction and outside community events. *If student is planning on applying to a private college, please verify that school will allow sign language to fulfill the foreign language requirement.*

□ **AMERICAN SIGN LANGUAGE III:** One year course; Prerequisite: ASL II completed with a grade of C or better and approval of instructor; Open to Grades 11, 12.

This course is a challenge based intermediate level course in American Sign Language and Deaf Culture. ASL III focuses on moving students “from the comfort of learned material to the challenging world of creating with the language.” Involvement, emersion and socialization in the deaf community are strongly encouraged in order to build fluency. Continued, study in the Deaf community, Deaf history and Deaf culture are made via academic instruction and multiple outside community events.

If student is planning on applying to a private college, please verify that school will allow sign language to fulfill the foreign language requirement.

□ **AMERICAN SIGN LANGUAGE IV:** One year course; Prerequisite: ASL III with a C grade or better and approval of instructor; Open to Grade 12.

This course covers the in-depth exposure and comparative analysis of the deaf social and linguistic experience using American Sign Language. ASL students will create, perform, evaluate, and utilize “language laboratory model” to assess student products. Comprehension and analysis of multiple forms of Deaf literature & ASL poetry will be explored. This course will be particularly useful to persons with interest in taking ASL as a world language at the college or University level. Increased study in the Deaf community, Deaf history and Deaf culture are made via academic instruction and multiple outside community events. *If student is planning on applying to a private college, please verify that school will allow sign language to fulfill the foreign language requirement.*

□ **FRENCH I:** One year course; Open to Grades 9, 10, 11, 12.

First year French is an elective course for students interested in the language as well as the cultural aspects of French speaking countries. Emphasis is upon development of basic skills of understanding, speaking, reading and writing French through oral and written exercises.

□ **FRENCH II:** One year course; Prerequisite: Students who have completed French I with a grade of a C or higher, or who earned a grade of a B or higher in two years of French at middle school and teacher recommendation; Open to Grades 9, 10, 11, 12.

Students continue to work on oral and written skills, learning basic grammar structures and vocabulary to do a variety of communicative activities. There is an emphasis on grammatical structure. The text and lab work is supplemented by other readings, video and oral activities.

□ **FRENCH III:** One year course; Prerequisite: Completion of French II with a grade of C or higher; Open to Grades 10, 11, 12.

Students review and add to the grammar studies in French I and II. Emphasis is placed on writing and on speaking in a more original, imaginative way. Students read literary works in French, and continue the study of French culture.

□ **AP FRENCH LANGUAGE IV:** One year course; Prerequisite: Completion of French III with a grade of C or higher and written approval of third year teacher; Open to Grades 10, 11, 12.

In this course, students will review and deepen their understanding of language and culture with an emphasis placed on more complex grammatical structure, vocabulary acquisition, extensive speaking and listening activities in real life settings, reading techniques and basic analysis, written reports and composition. Students will read literary works in French and develop their understanding of past and current French events and make comparisons between the native language and the target language. Students will be able to engage in a variety of spoken and written presentational communication through persuasive speeches, video presentation, debates, role-play, personal, persuasive, and expository compositions. **The year will culminate with the AP French Language exam given in May.**

□ **FRENCH LITERATURE V HONORS:** One year course; Prerequisite: Completion of Advanced Placement French Language IV with a grade of C+ or higher. Open to grades 11, 12.

In this course, students will continue the study of French Literary work with an emphasis on historical and literary analysis, critical terms vocabulary acquisition and interpretation. Students will be able to develop their critical thinking skills through class discussion and essay writing in French. Students will be able to compare and contrast French and Francophone Literature with their own.

□ **AP GERMAN IV:** One year course; Prerequisite: Completion of German III with a grade of C or higher and written approval of German teacher. Open to Grades 11, 12

Students continue to study grammar and to acquire new vocabulary. Content includes refining of oral communication skills, increasing awareness of historical and cultural aspects of German speaking countries, and opportunities to refine writing and reading skills. **This course focuses on preparing students to take the AP German Language exam given in May.**

□ **HONORS GERMAN V:** One year course; Prerequisite: Completion of German III with a grade of C or higher and written approval of German teacher. Open to Grades 11, 12

Students continue to study grammar and to acquire new vocabulary. Content includes refining of oral communication skills, increasing awareness of historical and cultural aspects of German speaking countries, and opportunities to refine writing and reading skills.

□ **JAPANESE I:** One year course; Open to Grades 9, 10, 11, 12.

The basic goals of this course are to develop skills in listening, speaking, reading, and writing Japanese. Emphasis will be placed on communication skills for the purpose of conversing in Japanese. Japanese culture, manners, sense of duty and respect will also be taught. Good study habits and a half hour of homework per night are recommended.

□ **JAPANESE II:** One year course; Prerequisite: Completion of Japanese I with a “C” or better; completion of two years of Japanese with a B or better plus teacher recommendation. Open to Grades 9, 10, 11, 12.

Students continue intensive work on oral, listening, reading, and written skills. The course emphasizes language using a real life approach by carefully planning and clearly expressing more advanced grammatical usage and customs through various classroom and individual activities.

□ **JAPANESE III:** One year course; Prerequisite: Completion of Japanese II with a “C” or better. Open to Grades 10, 11, 12.

In this course students will develop a deeper understanding of the language and culture with a continuing emphasis on communication through speaking, listening, reading and writing. The continued development of basic Kanji ability will deepen understanding of the language as well as the culture of Japan and its East Asian neighbors that also use Chinese characters.

□ **AP JAPANESE LANGUAGE IV:** One year course; Prerequisite: Completion of Japanese III with a “C” or better and approval from instructor. Open to Grades 11, 12.

Content includes complex grammar, extensive classroom practice in speaking Japanese, advanced Japanese readings, video presentations in Japanese, creating Anime, listening to native speakers on tape, written reports and compositions, and reading and discussion of Japanese literature. **The year will culminate with the AP Japanese Language exam given in May.**

□ **HONORS JAPANESE LITERATURE V:** One year course; Prerequisite: Completion of AP Japanese IV with a “C” or better and approval from instructor. Open to Grades 11, 12.

This course is designed to prepare the advanced Japanese student to understand lectures in Japanese and to participate actively in literary discussions in Japanese; to analyze the form and content of literary works, both orally and in writing, using appropriate terminology. This program is intended to replace the equivalent of a third year college, “Introduction to Japanese Literature” course using selected works from Japan.

□ **SPANISH I:** One year course; Open to Grades 9, 10, 11, 12.

Spanish I is an elective course for students interested in learning the Spanish language and the cultural aspects of Spanish speaking countries. The emphasis is on the development of basic skills of understanding, speaking, reading and writing Spanish through oral and written exercises.

□ **SPANISH II:** One year course; Prerequisite: Completion of Spanish I with a grade of C or higher, or who earned a grade of B or higher in two years of Spanish at middle school, and teacher recommendation; Open to Grades 9, 10, 11, 12.

Students continue intensive work on oral and written skills. Particular emphasis is given to verb tenses and major grammatical usages. There is supplementary reading and oral work.

□ **SPANISH III:** One year course; Prerequisite: Completion of Spanish II with a grade of C or higher, or earned a grade of B or higher in two years of Spanish at Middle school, and teacher recommendation. Open to Grades 9, 10, 11, 12.

Students review and add to the grammar studies in Spanish I and II. Emphasis is placed on constant use of Spanish in speaking and writing. Students read literary works in Spanish and continue learning about various aspects of the Hispanic culture.

□ **AP SPANISH LANGUAGE IV :** One year course; Prerequisite: Completion of Spanish III with a grade of C or higher, or passage of Realidades’ Spanish III Spring Final or Nuevas Vistas’ Spanish for Heritage Speakers Diagnostic Placement Exam, and approval of instructor. Open to Grades 10, 11, 12.

Content includes grammar review, extensive experience in speaking, discussions of current events, readings, recordings, films, listening to native speakers on tape, in-depth study of Spanish civilization, written reports and compositions, and reading and discussion of Spanish literature. **The year will culminate with the AP Spanish Language exam given in May.**

□ **AP SPANISH LITERATURE V:** One year course; Prerequisite: AP Spanish Language with a grade of C or higher, or fluency in oral and written Spanish (passage of Nuevas Vistas’ Spanish for Heritage Speakers’ Diagnostic Placement Exam), and approval of instructor; Open to Grades 10, 11, 12.

This course is designed to prepare the advanced Spanish students to understand lectures in Spanish and to participate actively in literary discussions in Spanish; to analyze the form and content of literary works, both orally and in writing, using appropriate terminology. This program is intended to replace the equivalent of a third year college, “Introduction to Spanish Literature” course using selected works from the Spanish speaking countries. **Upon**

conclusion of this course, the student should be prepared for the AP Spanish Literature examination, held in May.



SPECIAL EDUCATION

The curriculum in Special Education is designed to meet the needs of those students whose academic programs are determined by an *Individual Education Plan*. These courses are open only to students in *resource specialist* or *special day class* programs. Classes are small in order to meet the special needs of each student. Special education courses do not meet CSU/UC admission requirements.

☐ **FUNDAMENTALS OF ALGEBRA 1A:** One year course; Open to Grades 9, 10, 11. Prerequisite: a score of 50% or higher on Algebra Readiness Exam or one year of Amador SDC math with a grade of C or higher.

This is the first course in a two year course series. Successful completion of Fundamentals of Algebra 1 and Fundamental 2 with a C or better is equivalent to completing the state standards for Algebra 1.

☐ **FUNDAMENTALS OF ALGEBRA 1B:** One year course; Open to Grades 10, 11, 12. Prerequisite: completion of Fundamentals of Algebra 1 with a grade of C or higher.

This course includes review and further application of algebraic concepts and problems presented in Fundamentals of Algebra 1. Successful completion of Fundamentals of Algebra 2 meets state standards for mainstream Algebra 1 and Amador graduation requirements.

☐ **RSP/SDC ENGLISH:** One year course; Open to Grades 9, 10, 11, 12.

Instruction is provided in the areas of writing, reading, vocabulary development, grammar, spelling, listening, oral expression, and study skills. Students will analyze grade level core curriculum texts.

☐ **SDC MATHEMATICS:** One year course; Open to Grades 9, 10, 11, 12.

Course work may include an introduction to and/or review of basic whole number operations, fractions, decimals, percents, measurement, number theory, word problems, and practical applications and pre-algebraic and algebraic concepts. This course covers all CAHSEE strands except those involving algebraic concepts.

☐ **SDC GLOBAL STUDIES:** One year course; Open to Grade 9.

Semester Geography course utilizes relevant reference materials, vocabulary, and concepts, to study how the physical world affects people and how people affect their environment. Global emphasis rather than historical.

☐ **SDC WORLD HISTORY:** One year course; Open to Grade 10.

This course is designed for students who require a modified presentation of Western European and Non-Western history and cultures including geographical, social, economic and political systems.

☐ **RSP/SDC U.S. HISTORY:** One year course; Open to Grades 11, 12.

This course is a modified survey of United States political, social, and economic history from industrialism to the present for the special education student.

☐ **RSP/SDC GOVERNMENT (CIVICS):** One semester course; Open to Grades 11, 12.

This course is designed for students requiring a modified approach to the study of the Constitution, the branches of government, political parties, laws and rights, government systems, state and local government, and the responsibilities of citizenship.

☐ **RSP/SDC ECONOMICS:** One semester course; Open to Grades 11, 12.

This course is designed for students requiring a modified approach to the study of systems of exchange, economic institutions, the role of government, markets, with special emphasis on global geography and the effect of economics on international relations.

□ **SDC HEALTH EDUCATION**: One semester course; Open to Grades 9, 10 11, 12.

This course is designed for students requiring a modified approach to the study of career/health education. The course covers all curriculum taught in the general education classroom. Students will study the physical, mental, emotional, and social factors of health. There will be a focus on learning the role students can play in maintaining their own health through deliberate behaviors and responsible decision making. Topics include life management skills; mental and emotional well being; diseases and disorders; substances and abuse; nutrition and physical fitness; family life education; HIV/AIDS: injury prevention and first aid; and careers in the health field. Assignments include special projects, oral presentations, video reports, reading in the content area, vocabulary and class discussions.

□ **RSP LEARNING LAB**: One semester course; Open to Grades 9, 10, 11, 12.

Classes are designed to meet the needs of resource students who are main-streamed or about to be main-streamed. Instruction is provided in areas of time management, study skills, career planning, and coping with disabilities. Support for mainstream classes is provided; however, this is not a study hall. This course may be repeated as determined by the *Individual Education Plan*.

OTHER COURSES

- **ACADEMIC SUPPORT/STUDY SKILLS:** One year course; Prerequisite: Counselor recommendation; Open to Grades 9, 10, 11, 12. **Course may be repeated for credit.**

The Academic Support/Study Skills course will focus on skills necessary to produce successful high school and college students. Students will receive training in study skills, note taking methods, organization, test preparation, test taking strategies, reading skills, memorization techniques, and the structure of writing. Academic support will be provided as students co-tutor one another on homework. Approximately 1/3 of the class time is devoted to teaching study skills, with the other 2/3 providing homework time and support.

- **CONTRACT INDEPENDENT LEARNING:** One semester or one year course; Prerequisite: Application process/approval. Open to Grades 9,10,11,12.

This is an alternate option for receiving high school credit. A student who is interested in pursuing a special or unique interest, a gifted student who would like to investigate a topic in-depth, or a student with medical problems may develop an Independent Learning Contract. In order to develop an Independent Learning Contract a student must: 1) Develop a course outline, 2) Identify a certificated staff member to supervise the project, and 3) Submit the plan and receive approval from the principal and Director of Curriculum.

- **ENGLISH LANGUAGE DEVELOPMENT:** One year course; Open to Grades 9, 10, 11, 12. **Course may be repeated for credit.**

English Language Development is a course designed to provide beginning English language skills to speakers of other languages. The course teaches basic vocabulary about everyday topics. Students develop language abilities by reading, listening, speaking and writing in English.

- **LEADERSHIP:** One year course; Prerequisite: Election/Appointment, Interview, Teacher Recommendation, and 2.0 GPA; Open to Grades 9, 10, 11, 12. **Course may be repeated for credit.**

The basic objective of the class is to offer student leaders an opportunity to develop leadership skills as they perform the responsibilities of the position they hold. The class is organized primarily as a workshop and deals with practical classwork directly related to the individual's position of leadership, interests and initiative. Emphasis is on the development and completion of projects of benefit to the school and community. Students are expected to spend additional time fulfilling the responsibilities of their position outside of class. **All elected and appointed officials are required to enroll in the Leadership Class for the length of the term in which they hold office.**

- **SPECIAL EDUCATION TUTOR:** One year course; Prerequisite: completed application and permission of Special Education Dept. Chairperson and special education instructor. Students must agree to sign a confidentiality agreement; Open to all students in grades 11, 12.

Students who wish to be tutors for the Special Education Dept. may enroll in this course to assist the instructor and tutor students during special education learning lab courses. The tutors are expected to tutor 3-6 students three times a week, and assist the teacher in providing academic and organizational skills to students. The tutors are expected to be able to tutor in at least three subjects in which they have been successful at an Honors or Advanced Placement level, which include, but are not limited to foreign language, health, language arts, mathematics, science, and social studies. Tutors will receive instruction in tutoring using the inquiry method that encourages higher level thinking by students who are being tutored. Students must be willing to be trained outside of the school day by special education staff.

- **TEACHING ASSISTANT(T.A.):** One year course; Open to Grades 11, 12. **Course may be repeated for credit.**

Students are assigned to staff members to assist with the operation of the school in places such as attendance office, counseling office, library, etc.. Students may also work for individual teachers. (This course is open to 9th and 10th graders under exceptional circumstances only with administrative approval.) Students may not sign up for TA in the spring when they register for classes. They will select another elective and then put in a request for TA when they return to school in August.

AVID (Advancement via Individual Determination)

The **AVID** program is a four-year course of study that focuses on students in the “middle.” AVID is a nationally recognized program that requires a FOUR-YEAR commitment of the student. The program’s eligibility is mandated by the national AVID Certification requirements. For a student to be eligible, they must have a 2.0-3.5 GPA in the 8th grade, and have standardized test scores in reading comprehension and mathematics in the 70-85%. A letter will be sent home to the students and their parent(s), notifying them of their eligibility to enroll in the program. Students and parents are required to attend an orientation, where they will receive an application. The application must be returned and an interview will be scheduled in the spring. All qualified students will be accepted into the program based on their application and interview.

Students will remain with the same teacher and students throughout the four-year program. Students may be asked to take a seventh period, summer school, or a junior college course to fulfill any additional course requirements that may need to be met. Students are expected to take a rigorous course load, and fulfill the University of California and California State University a-g requirements with a C or higher in each course. Any “a-g” course in which a C or higher is not earned, must be repeated in summer school.

Students are not eligible to enter the program after the 9th grade unless there are extenuating circumstances. All questions about the AVID program should be directed to AVID Coordinator, Julie Foley, jfoley@pleasanton.k12.ca.us.

□ **AVID 9**: One year course; Prerequisite: Completed application; Open to Grade 9.

This course is a college preparatory program for students. In the AVID course, students receive training in note taking, study skills, test taking, and college entrance preparation, as well as extensive writing experience. The curriculum will focus on the AVID curriculum, which incorporates writing, inquiry, collaboration, and reading. Tutors will provide academic assistance using specific inquiry-based strategies. AVID students will receive extensive help in preparing for college entrance exams and applying for admissions and financial aid. Students will also experience guest speakers from the community, visit college campuses, and attend various cultural events in addition to the classroom instruction.

□ **AVID 10**: One year course; Prerequisite: Successful completion of AVID 9 and completed application; Open to Grade 10.

This course is a college preparatory program for students. In the AVID course, students receive training in note taking, study skills, test taking, and college entrance preparation, as well as extensive writing experience. The curriculum will focus on the AVID curriculum, which incorporates writing, inquiry, collaboration, and reading. Tutors will provide academic assistance using specific inquiry-based strategies. AVID students will receive extensive help in preparing for college entrance exams and applying for admissions and financial aid. Students will also experience guest speakers from the community, visit college campuses, and attend various cultural events in addition to the classroom instruction.

□ **AVID 11**: One year course; Prerequisite: Successful completion of AVID 10; Open to Grade 11.

The 11th grade AVID course is an elective class for students who are college bound. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. To ensure success in college-prep course work, students work individually, as well as in tutor-led collaborative groups. Refining the strategies and skills learned in the 11th grade in the areas of note taking, writing, speaking, classroom assessment strategies, and self-awareness are emphasized. In addition, the course will continue to pursue college motivational activities, test taking strategies, and college entrance examination preparation. Students will continue to build their portfolios and examine strategies for success on college entrance examinations.

□ **AVID 12**: One year course; Prerequisite: Successful completion of AVID 11; Open to Grade 12.

The 12th grade AVID course is the culmination of a student’s years in the AVID program. The course involves substantial reading and writing, preparation for external examinations such as Advanced Placement and college entrance examination, and Socratic Seminars. Students are required to complete timed writings, and analytical discourses in subjects across the curriculum. In addition, students are required to make oral presentations to the class on topics related to college entrance, contemporary issues, and social concerns. As with all AVID courses, the AVID 12 features tutors – college students who lead discussions and analysis of the academic subjects in which the

students are enrolled. AVID 12 students, working with the tutors, are expected to participate in and eventually act as moderators for Socratic Seminars. These discussions move beyond didactic arguments with clear reasoning and evidence, and developing their critical thinking skills to the degree necessary for success in college.

□ **AVID SENIOR SEMINAR**: One year course; Prerequisite: Successful completion of AVID 11, must be concurrently enrolled in an AP or honors class; Open to Grade 12.

The AVID Senior Seminar course is the culmination of a student's years in the AVID program. The course involves substantial reading and writing, preparation for external examinations such as Advanced Placement and college entrance examination, and Socratic seminars. Students are required to complete timed writings, and analytical discourses in subjects across the curriculum. In addition, students are required to make oral presentations to the class on topics related to college entrance, contemporary issues, and social concerns. As with all AVID courses, the AVID 12 features tutors – college students who lead discussions and analysis of the academic subjects in which the students are enrolled. AVID 12 students, working with the tutors, are expected to participate in and eventually act as moderators for Socratic Seminars. These discussions move beyond didactic arguments with clear reasoning and evidence, and developing their critical thinking skills to the degree necessary for success in college. This course fulfills UC/CSU “g” elective requirement.

□ **AVID Tutor**: One year course; Prerequisite: Application and permission of AVID Coordinator and AVID instructor(s); Open to Grade 12.

Students who wish to be tutors for the AVID program, may enroll in the course to act as tutors for students in the AVID elective classes. The tutors are expected to tutor 5-7 students two times per week, and assist the teacher in providing academic and organizational skills to the students. The tutors are expected to be able to tutor in at least three subjects in which they have been successful at an Honors or Advanced Placement level, which include, but are not limited to foreign language, health, language arts, mathematics, science, and social science. Tutors will receive instruction in tutoring students using the inquiry method that encourages higher level thinking by the students who are being tutored. Tutors must be willing to be trained outside of the school day by the regional AVID office.



Amador Valley High School

Pleasanton Unified
Jim Hansen, Principal

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Course Contact: Jane Golden
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Note: Pleasanton Unified School District

School Accreditation (WASC) Status: Accredited (through 2012)

School Demographic Information Last Updated: 8/19/10 10:50 AM
Course List Last Updated: 12/6/10 2:18 PM

Course List for 2010-11

The following courses meet requirements for admission to the University of California.

★denotes courses that have been approved for extra honors credit: a=5, b=4, c=3.

◆denotes courses that cannot be used to fulfill the "g" elective requirement.

The 'category' column represents the specific subject requirement fulfilled by the course.

Click the year link to go to the course list for that year

All available course lists for this school: [2002-03](#) [2003-04](#) [2004-05](#) [2005-06](#) [2006-07](#) [2007-08](#) [2008-09](#) [2009-10](#)
2010-11

ATP/CEEB code:
052495
CDS code: 01 75101 0130583

School Governance: Public
Primary School Type:
Comprehensive HS
(classroom based)
Secondary School Type(s):
Comprehensive HS

Special Program(s): Career
Pathways/Academies;
Other: AVID

Term Type: Semester

a - History / Social Science - 2 years required

Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
World History 2-3		World History / Geography / Cultures		
Civics		American Government / Civics		Semester
AP Human Geography★	AP HUMAN GEO, AP HUMAN GEO(HP)	World History / Geography / Cultures	AP	
Sheltered Social Studies	SHELTERED SS (P)	U.S. History		
AP Government and Politics United States★	AP GOV/POL:US	American Government / Civics	AP	Semester
U.S. History	U.S. HIST (P), US HIST (P), US HIST POST-REC, US HIST-POST-REC	U.S. History		
AP United States History★	AP US HIST	U.S. History	AP	
AP World History★	AP WRLD HIST, AP WRLD HIST (HP)	World History / Geography / Cultures	AP	
World History 2-3 (H)	HON WD HIST 2-3 (P, HON WD HIST 2-3(P)	World History / Geography / Cultures		Semester
Honors Global Studies		World History / Geography / Cultures		Semester
Global Studies		World History / Geography / Cultures		Semester

b - English - 4 years required

Four years of college preparatory English. Students may only use 1 year of ESL/ELD English.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Expository Reading and Writing (EAP)		English		
Exploring Knowledge 2	EXP KNOWLEDGE (P)	English		Semester
Advanced Composition	A COMP/W LIT (P), ADV COMP 2 (P), ADVANCED COMP (P), ENG LI/ADV C (P)	English		
AP English Language and Composition★	AP ENG LA/C	English	AP	
AP English Literature and Composition★	AP ENG LI/C	English	AP	
English Literature	ENG LIT (P), ENG LIT (P) YR	English		
Exploring Knowledge	EXP KNOWLEDGE (P), Exploring Knowledge	English		Semester
Freshman English	CR FOR ENGLISH, ENGLISH 1 (P), FRESH ENGL (P), NINTH GR ENG (9)	English		
Freshman English (H)	ENGLISH 9 (HON), HON FRESH ENG(P)	English		
Junior English	JR ENGL (P)	English		
Lit. & Dynamics of Soc. Justice	L SOC JUST (P), LIT/JUST YR (P)	English		
Sheltered English	SHELTERED ENG(P)	English-ESL/ELD		
Sophomore English	10TH GR	English		

	ENGLISH, SOPH ENG (P), SOPH ENGL (P)		
Sophomore English (H)	HON SOPH ENG, HON SOPH ENG (P), HON SOPH ENG(P)	English	
World Literature	A COMP/W LIT (P), WRLD LIT (P), WRLD LIT (P) Yr	English	

c - Mathematics - 3 years required, 4 years recommended

Three years of college preparatory mathematics that includes the topics covered in Elementary Algebra/Algebra 1, Geometry and Advanced Algebra/Algebra 2. Approved Integrated Math courses may be used to fulfill part or all of this requirement.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Math Analysis	Math Analysis (P)	Advanced Mathematics		
AP Calculus BC★	AP CALC (HP)YR, AP CALC BC	Advanced Mathematics	AP	
Geometry◆	GEOMETRY, GEOMETRY (P), GEOMETRY (P) YR, GEOMETRY-S.S. (P), PLANE GEOM PT 2, PLANE GEOM PT I, PLANE GEOMETRY	Geometry		
Geometry (H)◆	HON GEOM (P), HONORS GEOMETRY	Geometry		
Intermediate Algebra II◆	55X INT ALGEBRA, 55X INT ALGEBRA II, 55Y INT ALGEBRA	Algebra 2		
Intermediate Algebra II(H)◆	HON I ALG II (P)	Algebra 2		
Math I◆	MATH I (P) YR	Integrated Math 1		
Math II◆	MATH II (P) YR	Integrated Math 2		

Math III◆	MATH III, MATH III (P) YR	Integrated Math 3	
Math IV	Math IV (P) Yr	Advanced Mathematics	
Pre-Calculus	PRE-CALC (P) YR, Pre-Calculus	Advanced Mathematics	
Pre-Calculus (H)★	HON PRE-CALC (HP), Pre-Calculus (H)	Advanced Mathematics	H
AP Statistics★	AP STATS, AP STATS (HP)YR	Advanced Mathematics	AP
Math V	Math V (P)	Advanced Mathematics	
Multivariable Calculus	Multivariable Calculus (P)	Advanced Mathematics	
AP Calculus AB★	AP CALC AB	Advanced Mathematics	AP
Algebra 1B◆	ALGEBRA 1B (P), Algebra 1B	Algebra 1; Yr 2 of 2	

d - Laboratory Science - 2 years required, 3 years recommended

Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Biotechnology	Biotech (P)	Biological Science		
Zoology	Zoology, Zoology (P)	Biological Science		
Anatomy & Physiology	ANA/PHY (P) YR	Biological Science		
Biology	BIOLOGY, BIOLOGY (P), BIOLOGY (P) Y, BIOLOGY-S.S. (P)	Biological Science		
AP Biology★	AP BIO, AP BIO (AP) YR, AP BIO (HP) YR	Biological Science	AP	
Botany	BOTANY (P) YR	Biological Science		
Chemistry	CHEM (P) YR,	Chemistry		

	CHEMISTRY, CHEMISTRY (P)			
AP Chemistry★	AP CHEM (HP) YR	Chemistry	AP	
Conceptual Physics	CONCEPT PHYS (P)	Physics		
AP Environmental Science★	AP ENV SCI, AP ENV SCI (HP)	Interdisciplinary Science	AP	
Physics	PHYSICS, PHYSICS (P) YR	Physics		
AP Physics C: Mechanics★	AP PHYS, AP PHYS (HP) YR, AP PHYSICS C:MECH	Physics	AP	

e - Language Other than English - 2 years required, 3 years recommended

Two years of the same language other than English.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Japanese V (Honors)★	JPN V (HP), Japanese V Honors (HP)	LOTE Year 4+	H	
Chinese IV- Mandarin	Chinese 4, Chinese IV, Chinese IV-Man	LOTE Year 4+		
AP Latin: Vergil★	AP LATIN IV (HP), AP LATIN VERGIL	LOTE Year 4+	AP	
Chinese III (Mandarin)	Chinese III	LOTE Year 3		
American Sign Language III	AM SIGN LA III (P)	LOTE Year 3		
French I◆	FRENCH 9, FRENCH I, FRENCH I (P) Y, FRENCH I (P)Y	LOTE Year 1		
French II	FRENCH II, FRENCH II (P)Y	LOTE Year 2		
French III	FRENCH III (P)Y, FRNCH III (P)Y, FRNCH III(P)Y	LOTE Year 3		

AP French Language★	AP FR IV(HP)Y, AP FR LA	LOTE Year 4+	AP	
French V Honors (P)★	AP FR V (HP) Y	LOTE Year 4+	H	
German I◆	GERMAN I, GERMAN I (P) Y	LOTE Year 1		
German II	GERMAN II, GERMAN II (P)Y	LOTE Year 2		
German III	GERMN III (P)Y	LOTE Year 3		
AP German Language★	AP GER IV(HP)Y, AP GER LA	LOTE Year 4+	AP	
Honors German Literature V★	HON GER LIT V	LOTE Year 4+	H	
Japanese I◆	JAPANESE I	LOTE Year 1		
Japanese II	JAPANESE II	LOTE Year 2		
Japanese III	JAPANESE III	LOTE Year 3		
Spanish I◆	SPAN I (P)Y, SPANISH 1, SPANISH 1 (P), SPANISH I-S.S. (P)	LOTE Year 1		
Spanish II	SPAN II(P)Y, SPANISH 2 ACC H, SPANISH II/2 SS (P)	LOTE Year 2		
Spanish III	SPAN III (P) Y, SPAN III (P)Y, SPAN III(P)Y	LOTE Year 3		
AP Spanish Language★	AP SP LA, AP SP LA IV(HP) Y, AP SP LA IV(HP)Y	LOTE Year 4+	AP	
AP Spanish Literature★	AP SP LI, AP SP LI V (HP) Y	LOTE Year 4+	AP	
AP Japanese Language and Culture★	AP JPN IV, AP JPN LA	LOTE Year 4+	AP	
Chinese II (Mandarin)	Chinese II	LOTE Year 2		
Chinese I (Mandarin)◆	Chinese 1	LOTE Year 1		

Spanish IV	SP IV	LOTE Year 4+	
Chinese IV-Mandarin	Chinese 4, Chinese IV, Chinese IV-Man	LOTE Year 4+	
Spanish IV-non AP	Span IV-non AP	LOTE Year 4+	
American Sign Language II	AM SIGN LA II (P), American Sign Language II	LOTE Year 2	
American Sign Language I ♦	AM SIGN LA I (P), American Sign Language I	LOTE Year 1	
American Sign Language IV	AM SIGN LA IV (P)	LOTE Year 4+	

f - Visual & Performing Arts - 1 year required

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
AP Art History★	AP Art History, AP Art History (HP)	Visual Arts (Advanced)	AP	
Video Production 1 (P)♦	Video Prod 1 (P), Video Prod One (P)	Visual Arts (Intro)		
Video Production 2 (P)	Video Prod 2 (P), Video Prod Two (P)	Visual Arts (Advanced)		
Theatre Production♦		Theater Arts (Intro)		
Digital Art♦	DIGITAL ART, DIGITAL ART (P)	Visual Arts (Intro)		
Advanced Drama	ADV DRAMA (P)	Theater Arts (Advanced)		
Art 1♦	Art 1, Art 1 (P)	Visual Arts (Intro)		
Art 2	Art 2, Art 2 (P)	Visual Arts (Advanced)		
Ceramics 1♦	Ceramics 1, Ceramics 1 (P)	Visual Arts (Intro)		
Ceramics 2	Ceramics 2, Ceramics 2 (P)	Visual Arts (Advanced)		

Chamber Choir	CHAMBER CHOIR, CHAMBER CHOIR (P)	Music (Advanced)	
Concert Choir♦	CON CHOIR YR (P)	Music (Intro)	
Symphonic Band♦	Symphon Band, Symphon Band (P)	Music (Intro)	
Drama 1-2 (P)♦	DRAMA, DRAMA 1-2 (P), Drama 1-2 (P), Drama I (P)	Theater Arts (Intro)	
Drawing 1♦	Drawing 1, Drawing 1 (P)	Visual Arts (Intro)	
Intermediate Drama		Theater Arts (Advanced)	
Drawing 2	Drawing 2, Drawing 2 (P)	Visual Arts (Advanced)	
Jazz 1	JAZZ BAND I (P)	Music (Advanced)	
Jazz Yr.	Jazz Yr., Jazz Yr. (P)	Music (Advanced)	
Orchestra♦	SYMPHONY ORCH	Music (Intro)	
Photography 1♦	Photo 1, Photo 1 (P)	Visual Arts (Intro)	
Photography 2	Photo 2, Photography 2 (P)	Visual Arts (Advanced)	
Wind Ensemble	WIND ENSEMBLE (P), WIND ENSEMBLE S	Music (Advanced)	
Art 3	Art 3 (P)	Visual Arts (Advanced)	
Video Production 3	Video Prod 3 (P)	Visual Arts (Advanced)	
AP Studio Art: 3-D Design★	AP STU ART-3D, AP STU ART-3D (HP)	Visual Arts (Advanced)	AP
AP Studio Art: Drawing★	AP STU ART, AP STU ART DR (HP)	Visual Arts (Advanced)	AP
AP Studio Art: 2-D Design★	AP STU ART-2D, AP STU ART-2D	Visual Arts (Advanced)	AP

	(HP)		
Ceramics 3	Ceramics 3 (P)	Visual Arts (Advanced)	
Dance◆	DANCE (P)	Dance (Intro)	
Treble Choir◆	TREBLE CHOIR (P)	Music (Intro)	

g - Elective - 1 year required

One year (two semesters), in addition to those required in "a-f" above. All courses must be listed under "a-f" above with the exception of courses marked with a blue diamond (◆) in Mathematics, Language Other than English, and VPA; plus the following:

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Sports Medicine-Athletic Trainer ROP	Sports Med/Athl Trainer-ROP	Science-Biological		
Child Growth and Development	Child Grow/Dev (P)	History / Social Science		
Problem Solving	Problem Solving (P)	Math		
AP Computer Science A★	AP COMP SCI A	History / Social Science	AP	
Computer Science	COMP SCI I (P) Y, COMP SCI I(P)Y, COMPUTER SCI (P), Comp Sci (P)	Math		
Creative Writing	CREAT WRT (P) S, CREAT WRT (P)S	English		Semester
Debate 1		English		Semester
Debate 2	DEBATE 2 (P)	English		Semester
Debate 3		English		Semester
Debate 4		English		Semester
Developmental Psych of Children	DEV PSY/CH 1 (P), DEV PSY/CH 2 (P)	History / Social Science		
Economics	Economics	History / Social Science		Semester
Economics of Business	Economics of Business	History / Social Science		Semester

Ownership	Ownership			
Journalism 1-2	JOURN 1 (P) SEM, JOURN 1-2 (P), Journ 1-2 (P)	English		
Law and Society	LAW/SOCIETY (P), Law & Soc I (P)	History / Social Science		
AP Macroeconomics★	AP ECON COMP (HP), AP ECONOMICS (HP), AP MACROECO, AP MACROECO (HP)	History / Social Science	AP	Semester
AP Microeconomics★	AP MICROECON, AP MICROECON (HP)	History / Social Science	AP	Semester
Principles of Journalism	JOURN 1-2 (P), PRIN JOURN (P), Prin Journ (P) - Semester	English		Semester
Psychology	PSYCH (P) SEM	History / Social Science		
AP Psychology★	AP PSYCH, AP PSYCH (HP), Psychology (AP)	History / Social Science	AP	
Publications	PUBLICATIONS, PUBLICATIONS (P)	English		
AVID Senior Seminar		Interdisciplinary		
Special Topics in Psychology	SP TOPICS/PSY (P)	History / Social Science		

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